Break

Beasts in the staffroom

Mr Terry Casey, general secretary of the National Association of Schoolmasters, was to be seen executing a deft soft shoe shuffle round Dr Ludwig Lowenstein's report on school violence last week.

Readers may recall that Dr Lowenstein was called in to analyse the results of an NAS survey which showed that in nine weeks there had been 6,344 violent incidents in 1,844 schools. Readers who have read his report will also be aware that Dr Lowenstein does not believe in leaving the figures to speak for themselves.

His report includes a long and boring tract against the comprehensive schools, a tantalizing snippet about genetic engineering and a good deal of statistical juggling. We are told that "violence does constitute a problem in many primary schools . . . in fact, 77 schools report occurrences to be in the very frequent to sometimes range". In fact, 471 primary schools reported violence to be in the infrequent to very infrequent range.

Unfortunately for Dr Lowenstein no one has measured the credibility gap more carefully than Terry Casey. Mr Casey is a great pragmatist as well as a superb publicist and at a press conference called to launch the new report he was quick to dissociate the NAS from some of Dr Lowenstein's more eccentric findings.

But it was delicately done. Mr Casey's speech was peppered with references to "Lu, here, who agrees with us . . .". There was only one brief mention of "ideas in this report which do not meet with NAS approval". And for the rest, Mr Casey ignored the 60-page report altogether and stuck to the factual bedrock of 6,344 cases of violence and 37,470 cases of disruption in only nine weeks.

"Our figures show that several hundred schools, at least, are bedevilled by violence", Mr Casey said. "Half the trouble stems from softie teachers and heads. I know of a teacher who was assaulted twice and when he sued the pupil concerned his chief education officer asked him if he'd like to be transferred to another school to save all the embarrassment of a court case. It is this kind of softiness we're up against."

Mr Casey hammered home his point with such vigour and verve that Dr Lowenstein scarcely managed to slip a word in edgeways. And it soon became clear that the NAS leaders were determined to present a moderate and responsible image, even on the question of violence. In one section of Dr Lowenstein's report a teacher is quoted as saying that what every staff room needs is a "beast, preferably with a military background, who can deal physically and verbally with the biggest and most difficult pupil, male or female."

When Mr Casey was asked about this he beamed and announced that what was wanted were some "ex-sergeant majors." But this was going too far for the other NAS men and Mr John Chalk, the NAS president, hastily interrupted his general secretary.

It would have been interesting to hear what Dr Lowenstein thought about the introduction of "military beasts" to school staffrooms. For the learned Ludwig was once a United States paratrooper and a contest wrestler.

Tackless tatics

The great Parliamentary investigation into priorities and planning at the Department of Education is just getting off the ground. Last summer the education and arts sub-committee of the Expenditure Committee decided to undertake this inquiry, and last week they interviewed potential advisers.

The advisers were surprised to be treated as applicants for a job, not as experts prepared to give valuable time in the public interest. Maurice Kogan, professor of government studies at Brunel (An ex-DES man himself, he was, among other things, secretary to the Plowden committee); Dr A. H. Halsey, of Oxford and educational priority areas, Gareth Williams professor of education planning at Lancaster and ex-director of LSE's now defunct higher education unit, and Dr Bill Taylor, director of the London Institute of Education, were asked along to the House of Commons and found themselves being interviewed for the post. (Geoffrey Caston, registrar of Oxford and at the DES much more recently than Kogan, had said he was too close to it all to take part).

The result of this strange interview was that Professors Kogan and Williams are now lined up to advise the committee, whose current membership consists of Alf Bates, James Boyden, Willie Hamilton, Anthony Meyer, John Rodgers, Keith Stainton and Philip Whitehead, under the chairmanship of Janet Fookes.

The trigger for the whole investigation was this year's critical OECD report on the DES. But the committee have had previous skirmishes with DES officials. There was even one occasion in the early days of the sub-committee's existence when Toby Weaver, then under-secretary at the DES, and possibly the most powerful and self-confident planner the department has seen, was giving evidence.

Faced with some pretty uninformed questions about policy, he launched into a 10-minute lecture on the homework they should do before tackling such arcane matters as education policy. The then chairman of the sub-committee, Neil Martin, was so angry that he stopped the minutes to tell Weaver what he thought of him.

"I'm disappointed in you, Wade, after all our warnings about seasonal jobs."

Favourable field setting?

Writers, publishers and reviewers of children's books can at last relax; no need to wonder about the quality of what they are doing. The University of Wisconsin-Madison School of Education has developed for them a Component Analysis Tool—a gadget no thinking household can afford to be without—designed to "move literary experience from a taste-value-opinion debate into the arena of logical interactions between people".

It does this by asking the reader to record his tastes-values-opinions about a given book, according to a scale of three places either side of zero, in terms of its authenticity, craftsmanship, impact, &c and, finally, its field setting, which is the conditions you read it in and how favourable they were to "receiving literary communication".

Children's book page editors everywhere can expect from now on to receive reviewers' copy with appended notes: Field Setting, minus three ("I've just had an income tax demand, the cat was sick in my slippers and I found a cockroach in my muesli").

One of the many uses of this versatile tool is to assess contending titles for the Lewis Carroll Shelf Award, a prize for which none of the works of Charles Lutwidge Dodgson would be eligible, since they have to be written in "American English". But it is doubtful if there were any candidates this year, since publishers were asked, before submitting titles, to read the Component Analysis Tool carefully in order to understand "the separativeness and integritiveness of the evaluation".

If Aristides' own reaction to this wonderfully opaque document is typical, all the editors who received it must still be pondering.

As the University of Wisconsin-Madison so succinctly puts it: "Evaluating literature for the young takes a great deal of effort to determine the adequate from the inadequate communications made available in an open society." Zero-ratings for impact and authenticity, I'd say, even if one's field setting were Elysian.

Higher and higher

Carfax Publishing Company, the sporting publisher of solid new education journals, are aiming higher. They are planning to bring out a journal called *Studies in Higher Education* in the spring.

Carfax first got into the business when they bought *Comparative Education* some years ago. Last year they started the star-studded *Oxford Review of Education* (new one about to come out, with articles by Bruner, Jack Tizard and Isaiah Berlin among others) and the stodgier *Educational Studies* (new one just out with, among others, an article on "Attitudes to Self and to Three Categories of Others in a Student Group".

These have now done well enough for the new venture. (Success, for such journals, is about 1,000 subscriptions, of which some 70 per cent are likely to be abroad. The *Oxford Review*, is already almost there).

Tony Becher, who has just gone from masterminding education research at the Nuffield Foundation to be professor of education at Sussex University, is to edit the new journal, and it will be produced under the auspices of the Society for Research in Higher Education. Becher says his first reaction, when it was suggested, was: "Not another journal".

But then it struck him that the kind of dons with whom he had worked on the Nuffield higher education projects—the ones who think a great deal about teaching undergraduates—rarely write about it or get much in the way of public kudos for their work. One main strand of the new journal will be trying to get them to apply the analytic techniques of their disciplines to thinking about how and why they teach it.

Aristides

BUCKLE

Do you ever get the i from what you read in that the rest of the world mad and that you alone

There was, for instance, by Tom Crabtree in The (markedly similar to one i on September 26) in which "Poor home backgrounds of cultural stimulus, dullness, emotional prob teaching, defective vision ing and sheer lack of mo he began, "are all causes of failure. The list is not Any teacher could add Dyslexia is not on my list

Thus far I was entirely writer. Dyslexia has never my list either. But then tree continued. "That is groan", he wrote, "when addressed by an eight child: 'I'm dyslexic, you crossed lateral. The do so.'"

Do children really speak Crabtree like that or wa making it up? I could believed that the awful just an invention, partic the remark is virtually the one attributed to a 10-yea in the *TES* piece. But rece riences have set me wond

I have, for instance, watched an American drama (mercifully not yet believe, in Britain) in schoolgirl informs her pa she is in need of psychia ment. And when, for reas known to themselves, th remain indifferent to her her classmates set themselv a therapeutic unit

Then there has been th the William Tyndale Juni When its teachers went did you read in the ne about the small boy who declaring: "I don't want blackleg"? After that I pared to believe that in of mixed infants two or already lisping the vernacul TUC.

Besides, we have just Christopher Searle. I wa much on his side in the had a while ago at the Sir J School, but now he admits book that he has used Engl sons to promote the class among his pupils.

It was scarcely surpris Peregrine Worsthorne in *day Telegraph* found Mr S attitude distasteful. From tively vitriolic rejoinder I

It is vitally important, present confused climate, there should be a clear understanding of how dangerous Mr Searle's view not because of their political plexion but because of ruthless cruelty. To seek to the minds of the very young a rigid pattern of thought to make them better revolu aries, is no less cruel than their limbs—as used to be —so as to make them beggars.

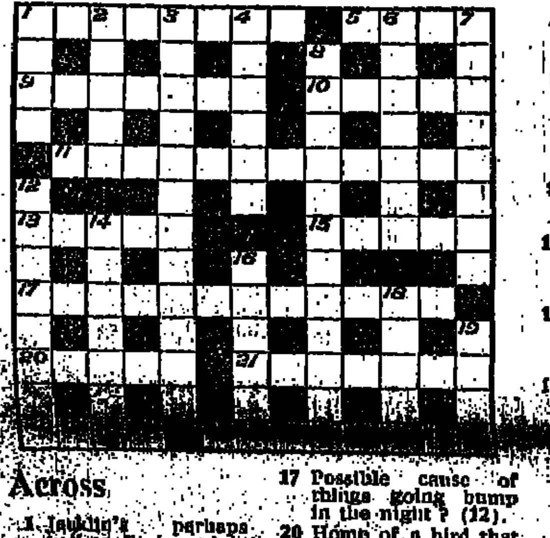
I could follow that. I wish ever, that Mr Worsthorne had spoilt it for me later.

If the Communist Party other revolutionary groups to set up private schools brainwashing of revol then, of course, it would to do so. But Mr Searle is ing in a state system of committed to a different education, to which he is own evidence, shamelessly loyal.

I wish that I could follow logic there. I wish I could what is publicly cruel can vately permissible. But perhaps just that my head is in a whirl

You see, I had been the newspapers how meatless dinners were one of the economies now foisted on our ren. Then I found that they be willingly served as a stunt. Granada Television a Yorkshire village to do meat for a week. The local dale education authority serve only meatless lunches us, "at Luddenden's junior infant schools."

Crossword No 1,005



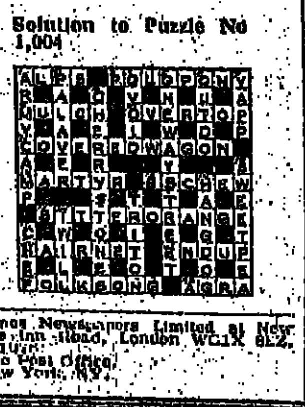
Across

1 Jaukin's perhaps not so fit but playing well (5, 3).
5 Door with a catch? (4).
9 Forecasts of what is going to happen (7).
10 Underwater craft making a volte face? (1, 4).
11 Ahead in the 3-mile event? (6, 6).
13 Drunk at the wedding reception (6).
16 Like an artist of degree in Eritrea (6).
17 Possible cause of things going bump in the night? (12).
20 Home of a bird that likes high living (5).
21 A yawning hole, perhaps (7).
22 King Charles's were said to be golden (4).
23 The middle way of economy? (8).

Down

1 Rock prison for Covenanters (4).
2 New form of life after treatment (5).
3 Dreamy type may be compulsive knitter (12).
4 What De La Mare's Traveller could not get (6).
6 Welsh valley academician takes a theological honour in his stride (7).
7 Relationship of Dombey to Son (8).
8 One stirs it up all round on the 13th (12).
12 "And every —— tells his tale Under the hawthorn in the dale" (Milton) (8).
14 Don't sit in the gallery if you have this reaction to height (7).
16 US soldier turns up at Thames weather [illegible] (8).
[illegible] quickly (5).
19 Enables one to get things into focus (4).

Solution to Puzzle No 1,004



Maths teaser

A simple game for two players: Try playing "100 up" with a friend, after tossing to decide who begins. The rules are that each player in turn must add a whole number to the previous total, choosing any number from 1 to 12. The winner is the player who reaches 100. For example:

A begins with 3, total 3;
B adds 10, total 13;
A adds 3, total 16;
B adds 12, total 28;
A adds 12, total 40;
B adds 10, total 50;
A adds 8, total 58;
B adds 9, total 67;
A adds 12, total 79;
B adds 8, total 87.

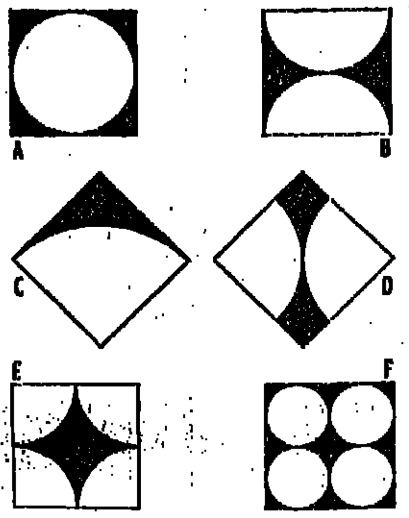
(i) Explain why A cannot win [illegible]

(ii) What first number should A choose so that he is sure to win?

(iii) Can A ensure that he will win a game of 200 up? If so, what is his choice for the first number?

(iv) If, however it is agreed that the first player to reach 100 (or more) is the loser, can A or B force a win?

(v) Which player can force a win, when the first to reach 1,001 is the winner?



Black and white patterns: All the patterns in the diagram are made with circles, semi-circles and quadrants inside squares of the same size: which pattern has the most black, and which has the least?

Canon D. B. Eperson

Solutions

A simple game for two players:

(i) The player who reaches 87 must win, since whatever number, N, his opponent adds, he can reach 100 by adding 13−N.

(ii) The winning stages are 100, 87, 74, 61, 48, 35, 22, 9. To be sure of winning A must first choose 9, otherwise B could add sufficient to reach 9 or 22, and proceed to win.

(iii) Since 200=5+13×15, A can win if he first calls 5.

(iv) The player to reach 99 can force a win, as his opponent must score 100 (or more). So A can win by first calling 8; 99=8+13×7.

(v) Since 1,001=13×77, B can force a win, whatever A chooses, by following the sequence 13, 26, 39, etc.

Black and white: Each pattern has the same amount of black; if 2x is the length of a side of the square, the black area is (4−PI)x² in each pattern.

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Printed and published by Times Newspapers Limited at New Printing House Square, Gray's Inn Road, London WC1X 8EZ, England. Friday October 31, 1975. Registered as a newspaper at the Post Office. Second class postage paid at New York, NY.

THE TIMES
Educational Supplement
RIDAY NOVEMBER 7 1975 NUMBER 3153 FIRST PUBLISHED 1910 PRICE 10p

[illegible]

ight against
ook famine

ation has led to serious text-ok shortage, say teachers and blishers page 3

iteracy in London

or readers have made remarkable ogress in secondary schools, say e ILEA page 3

etter management

panded teachers' centres and a tional Council of Parent vernors are called for in evidence the Taylor Committee page 5

Viltshire battle
ver staff meals

ltshire teachers are to fight an a move to cut down on free meals staff who supervise pupils at nchtime page 6

motion in the
rriculum

eative arts should be taken more riously, and cover feelings as well facts, says Schools Council report page 11

The Godfather'
—Part 3

of education's Mafia are re-aled by Robert Thornbury page 2

TES Extra:
Furniture and Equipment pages 35-38

book of one's own: Hairy the d Bear meets Peter and Jane. cholas Otty discusses the value children making their own read-material. 22, 23

dactic devotions: Clive Ashwin amines the issues raised at a cent conference on leading art seums page 24

ance, page 14
ymer 'boom'; new clues to the gins of life; and a question for Mr ley.

sign, pages 16, 17
st Germany: limits may be im-ed on sixth-form numbers; Aus-lia's constitutional crisis threatens ucational spending.

tters, pages 18, 19
E and common core—replies to ry Judge, Rhodes Boyson and Eric inter.

atures, page 21
an Rea on developments in sex cation.

ok, pages 25-29
y Rose on social policy; Max rris on American teachers; Stuart ckey on assessment; politics; litera-; medicine.

sources, pages 30-32
Lewis on new calculators; re-of audio-visual equipment and graphy materials; Frances Hill on New York institute which aims to teachers to choose aids and equip-

Block, page 33
Thomas on a junior town coun-; Ann Hackney on epileptic child-; R. H. Thould on timetabling for

s reviews, pages 70, 71
Alderson reviews William ne's new play; John Peter and ham Jones on theatre; Michael rke on screen printing; Stephen mas on books and materials on the duction and effects of news pro-mes; Carolyn O'Grady on some children's television programmes.

ects, page 2; Tom Howarth's rt, page 4; In brief, page 15; ey, page 20; Break, page 72; ckley, page 72; Crossword, page Bridge, page 72.

lassified ad
dex 40

A great first at the Schools Prom: it was, says Robin Maconie in his review on page 4, "a triumph for the nation's school teachers". The steel band from Elmwood Junior School, Croydon (above) were one of 12 orchestras, bands and ensembles who entertained a happy and boisterous Albert Hall audience on Tuesday

They shoot horses, don't they?

Once upon a time a man bought a horse. He kept it in a small field at the back of his house, where it enjoyed the grazing and a winter ration of hay. Times were hard, and often the horse went short of fodder but, though thin, survived.

In the course of time the man improved the stables, built better barns to keep the hay in, doubled the number of stablelads, and brought in an army of administrators to manage the horse. This led the horse to expect some improvement in its diet. But, with a bigger establishment to maintain, bigger barns to sweep out, more ancillary and administrative staff to pay, the man became still more hard up, and, as an economy measure, ordered the supply of hay to be cut by 10 per cent. (By strange coincidence, the fraction of his total bills which went on hay was the same as that spent by education authorities on books—less than one per cent).

A year or two passed. The man got into more trouble with his accounts. They stubbornly refused to balance. Trade was bad in the import-export business. The stable lads struck for higher pay. Some of his barns fell down because they were supported by high alumina cement. He reorganized his administrative staff for greater efficiency, increased their number and bumped up their salaries, but even this sure-fire remedy failed. Then the price of hay took off like a rocket.

The horse had already begun to show some signs of debility. Vets descended upon the field in large numbers. Some thought the horse was off colour and proposed a tonic, others a purge. Some argued that any true assessment depended on which set of subjective values you wished to use. According to some criteria—for example, responsiveness to social problems, and the ability to enter spontaneously into a relationship with the man who bought the hay—the horse had made statistically significant progress. Others pointed to its ribs which stuck out like iron railings, and the fact that it was lame in the foreleg and stood for long periods on three legs staring into space. This, they said, was a horse with a poor genetic inheritance which was never likely to come to much good. Others, yet again, conceded that the horse was poorly, but pointed out that the urban environment around the field had gone down as a result of immigration and emigration, the rise of unemployment, poverty, one-parent families, and crime, and the deterioration of public transport.

The man kept a level head in the face of all this advice, refusing to be bullocked into premature action. He wasn't convinced that the horse was in danger, but he realized that he would have to cut his cloth according to his purse. He discussed the matter with his financial advisers, who came back from holiday in the Bahamas specially for the meeting.

They agreed that it was impossible to do much about the extension of the plant, or the stable lads, whose union was already up in arms about the threatened end of further recruitment. The administrators had long-term service contracts and inflation-proofed pensions, and they pointed out that golden handshakes come expensive nowadays. And what with more taxes on wine and spirits and the fall in the value of the pound at Gstaad, and the outrageous cost of winter sports and petrol and golf balls, he decided to introduce a new policy invented by his bank manager, called zero growth.

This was a brilliant new name for a cut of two or three per cent. Because he was already committed to some new projects—the yacht was due for collection in the spring, and when the new administration block came into use in the summer there would be unavoidable expenses—he had to make savings elsewhere to compensate.

There could be no special cases: it had to be a cut across the board. The head stable lad warned him the horse might not be able to stand yet another cut in his hay ration. It was liable, he said, to be the last straw. But the man was adamant.

When the horse died six months later, the vets conducted a thorough post mortem. Some blamed the urban environment and lead poisoning. Others attributed it to television. Another school of thought maintained that the horse had been allowed too much freedom, and had lacked disciplined exercise. Others said that horses had outlived their usefulness, anyway. The man attributed the unfortunate incident to a recession in world trade wholly beyond his control. In the meantime, the right thing to do was for everyone to keep their heads down and hope that when things looked up it would be possible to buy another horse.

No comment

"Following refreshments, the lecturer, himself Hearing Impaired, spoke of the mistake people made regarding the Hearing Impaired. They felt that a Hearing Aid did the same job as glasses. This was not so. Glasses corrected a poor pair of eyes, Hearing Aids gave a man without a leg a wooden one and no more.—From a report on a conference on hearing impaired children in ordinary schools.

TIMES PAST THE TIMES
EDUCATIONAL SUPPLEMENT
New Printing House Square, London WC1X 8EZ. Telephone 01-837 1234

Talking to Taylor

In the heyday of the Beatles and the PTAs and the Advisory Centre for Education, a wave of revulsion with unsavoury scandals, grouse moors and thirteen years of wilting Tory rule, swept the relatively youthful Harold Wilson into power amid much echoing of Kennedy-type sentiments about "The torch being passed to a new generation . . .".

Among the axioms around in those glad days, one which featured large was an observation by Tawney: "the capital fact about English educational policy is that it has been made by men, few, if any, of whom themselves attended the *schools principally affected by it, or* would dream of allowing their children to attend them". What the state schools needed, it was said, was the *bright*, well-behaved, well-motivated *children of the upper middle classes* in the classrooms and their influential parents in the forum.

The reason they were needed was that they would not put up with low standards; they would agitate and lobby and demand until something was done.

Well now, whether because the babies of those optimists are of secondary school age, or because of in*flation or the introduction of* comprehensive schools, or a bit of all three, the schools have got them in larger numbers. And the demands for participation, consultation and better *standards are, as predicted*, rising on all sides. Middle-class pressure to be allowed to wash the paint pots and go on the trip to the zoo has extended to lobbying the *local authority about the standards* of teaching (for example, William Tyndale), and pressing for representation on governing and managing bodies.

The *job of the Taylor Committee* on the management and government of schools, who are taking evidence *until November 30, will be to recom*mend some way to encourage this growing interest and allow it to play a constructive part in shaping educational policy without giving birth to the Frankenstein's monster which professional opinion fears.

This week has been a good one *for suggestions of how this might* be done. Robert Thornbury, in evidence to Taylor (page 5), points to the danger of uninformed controversy destroying public trust—the stinking fish syndrome—and suggests that teachers' centres should be expanded to form "community education centres". Eric Midwinter, also in evidence to Taylor, describes ways of improving the poll when elections are held to find parents for governing and managing bodies. He suggests that these *parents* should form themselves into a national structure which would pro*vide a consumer's voice in shaping* policy—perish the thought.

Meanwhile ACE have devoted the whole of this week's issue of *Where* to consultation (see back page), in*cluding the idea of community edu*cation councils similar to the community health councils.

Against TV apartheid

There seems little doubt that educational broadcasting needs more airtime! The BBC are already finding difficulty in scheduling the Open University's present 30 hours a week, and programmes are going out at times which are often awkward for students; additional showings of many schools programmes would greatly ease timetabling difficulties and there is little room for any expansion in the further education field.

Assuming that there is to be a fourth television channel and a new VHF radio channel, more time will indeed become available. The question, therefore, arises of whether "TV 4" should become a segregated education area.

In their latest memorandum to Annan, "Broadcasting in the Eighties and Nineties" (page 4) the BBC state *explicitly that edu*cation should not be segregated. "Just as general audience networks should provide a range of programmes of general appeal, including educational programmes", they say, "so these new specialist networks should provide for a range of specialist interests".

Unfortunately their memorandum has all the hallmarks of a blueprint for segregation. The BBC want TV 4 and "Radio 5" to be used for specialist minority programmes, but the emphasis is planted very heavily on education and especially on "continuing education". Schools radio, it is suggested, will have to be transferred completely to the new radio channel, and so that BBC 2 can extend their provision for general audiences, Open University programmes are also to be transferred to the new television channel, though the BBC also argue that this would enable further education broadcasts to be shown earlier in the evenings on existing networks.

In spite of the BBC's protestations that this is not their intent, the overall impression remains that a ghetto area is being created. This *would be unfortunate.* Apart from there being less chance of "eavesdropping"—accidental viewing by people at whom the programmes are not specifically aimed—there is a *greater danger. If, de facto if not* de jure, the existing channels no longer had to produce balanced programmes reflecting the whole range of the BBC's responsibilities, a trivialization of *the non-specialist* output might gradually ensue.

And the world being the cruel place it is, there remains the longer-term danger that in any future periods of more intense recession, a desperate government might be tempted to carry out major amputations on what could be seen as an inessential minority service.

Minding for mum

[illegible] attempt on television to persuade mothers of young children to stay home and mind them instead of going out to work has been pointed up this week by the latest census figures (page 4). More mothers of under fives are going out to work, and although there is a tendency for them to work shorter hours, they still need competent and flexible day care for their children.

It is possible to argue all night about the relative cost and value of home, amateur and professional institutional care. But several guidelines for future policy are emerging. One is that part-time nursery schooling does not meet the needs of even part-time working mothers. A second is that although childminders, both *registered* and unregistered, can provide bad and even cruel care (as can parents) they often (as do parents) take a loving and responsible interest in the children in their care

In this, as in many social policy areas, we need new equations which attempt to balance the economic cost and social benefit of accessible and relatively cheap provision at an early stage for everyone who requires it, against the social and high economic costs of crisis management later on.

Much of the knowledge we have has come from modest projects (many funded under the Home Office Urban Programme). The departments concerned—Education and Science, Health and Social Security, Home Office—should cooperate to see that some of their research budgets go to investigating and promoting flexible and accessible childminding for working mothers. Meanwhile the Bruner pre-school project, funded by the Social Science Research Council and just getting under way, was designed partly to emphasize some of the possibilities, and pull together the experience of all the people working on the ground.

Management by Mafia

Robert Thornbury reveals the secrets of education's newest secret society

Conspiracy theorists in the sociology of educational knowledge should now expose the hidden *curriculum behind management* courses. "Management" is the latest imperialism to attempt to take over the educational scene. Staffroom notices have been arriv*ing like travel* brochures offering courses on the management of large schools, departments, probationers, individual subjects and even the timetable.

There always has been some fashionable millennarial lobby which offers the answer, for every teacher, staffroom, child and classroom. Remember the Kleinian and *Freudian analysts who discovered a* pan-sexual explanation for all children's behaviour? Or the electronic apocalypse promised by the educational technologists of the 1960s?

They had us dementedly buying teaching machines that would relieve the classroom teacher of her burden. But where are they now?

Everybody seems to have visited or by now heard *about the wilder* shores of management. "Never again will I take a group dynamics management course", thundered the lecturer-in-charge of a university *hall. He gestured furiously at the* cigarette-scarred armchairs of the senior common room.

"We've had teachers prancing around carrying cushions, shouting *obscenities, naked except* for underpants and bras, and engaged in so-called existential role-play. The cleaners were so offended one of them rang the police. The course *tutor had to send two elderly women* home with nervous breakdowns. The rest of the crowd, crazed with hooch and intimate confidences, have been permutating like night*ingales in the study bedrooms.*"

We have also heard hair-raisingly dull tales about management courses based on educational technology.

Management theory is a pyramid-*selling bandwagon. Each one teach* one, certainly applies. There's a maniacal gleam in the eye of the convert newly-fluent in managerial jargon, radiating bogus technology, *advice column psychology and con*ceptual illiteracy.

Like the Salvation Army, the management mafiosi steal what they think are good tunes. They've borrowed *flow diagrams* from the mathematicians, the Fog Index from the reading experts, and extempore drama from the mental hospitals—especially mimicry of those constipated silences which pass for non-directive psychiatry. In-tray scenarios of dismal creative quality are passed round like arcana in whispers and everyone has to give them back at the end of the session.

There is a short cut for any education officer wishing to launch management courses. Lure a professional management consultant down to that winter hotel you use for staff courses. Ply him with whisky, plagiarize his notes and in-tray exercises. Next time round save the fees by getting the county advisory team to run the course. Remember in advertising, to hint at priapic vistas of personal power and fast promotion to headships for those who attend.

The management vogue is popular with the treasurer's department, so there is no trouble in getting courses approved by the education committee. Senior officers will already have absorbed the fraudulent epistemology at some staff college or other. *Their subsequent managerial coups* have included work-study "duster flicking", inflammable polypropylene chairs, the CLASP consortium and high alumina cement, soya beans *protein instead of roast beef dinners* —and everyone's promotion under local authority reorganization.

Not that, when the chips are down, education officers have *thrown themselves uncritically over*board. Last year, you'll remember, top education officers strenuously resisted attempts in our major cities to put them and their departments *under a chief executive and corpor*ate management.

Head teachers have been singled out for special blandishment by the managerial mafia. Some have been *admirably strongminded. But it has* been tempting for the head of the large urban school under stress to grasp at the managerial fallacy.

Waller's famous view of the head *as a benevolent despot presiding* over an institution in a perilous state of equilibrium is then mistakenly rejected. Discussion of the school's educational philosophy *seems unnecessary.* The head sees himself as a trouble-shooter whose response to staff debate is personnel management.

Younger teachers are alienated by this style of leadership, especially in city comprehensives, where a communications gap in the staffroom has already been created by a lost generation of 25 to 40-year who departed for provincial pa or easier jobs. Even the good may, therefore, get himself ty as administrative doyen of this teaching gerontocracy along corridor.

If by management you creative bureaucracy—then it's ferent. Most schools cry out vigorous management, pref with a touch of charisma. Ma*ment innovations* like the alternative use of resources can be revolutionary.

Known also as virement, th vice allows the staff and *consulting together*, to shift about from one pocket to They can spend their bud buying people—teachers or laries, minor works, books *equipment or on the down* pa for a school minibus. It sounds a new form of larceny, but strictly legal.

For the first time, teachers *talking the language of* pri weighing cost-effectiveness the educational purposes of school. AUR has been Inner don's most exciting, underpu initiative of the past *decade*.

But teachers should oppose the naive applica management theory to the world of the classroom. In *ticular, the teaching* pro should scrutinize the current towards offering manag courses to aspirants for pro

Many education authorities *sensibly abandoned confide* ports. But some are instead ing intending heads and management courses preparing for promotion. This could *insidious trend at a time* when nomic cuts, falling rolls and nation rates in cities, and salaries have overnight staffing stability to our schools future there will be a for promotion and it will be hard-won.

It may be tempting to high-fliers and mark their *means of management* cours such a system could prove distorting than the confidential ports and clandestine tele calls it replaced. The wiser tion authorities are offering chers management courses after they have been a few in their new jobs. That way can be no professional menace us have management methods all means, but for goodness leave out the mafiosi.

Letters to the Editor

Vouchers: the rights and wrongs of choice

Sir, — Lord Beaumont's remarks about vouchers neatly expose the fallacy of the parental choice argument against comprehensives, as used by Mr St John-Stevas, Dr Rhodes Boyson, *et al*.

He is quoted as saying: "We must protect them [people] . . . from living in areas where they cannot get a good education." I agree; but in context his remarks meant that each individual competes with every other individual for the best education, and devil take the hindmost.

It is this view of education — as something to be gained at the expense of others, that is so morally dishonest in St John-Stevas's arguments and makes his use of the word "choice" intellectually dishonest. What sort of choice is open to the pupil who fails the 11-plus, or is choice only a *good thing* for some people?

I suggest that there has been too much emphasis in education generally on choices — which on closer inspection turn out not to be real choices at all — and not enough of making real learning a reality for all.

R. J. MATTHEW,
Well Cottage,
Walpole, Halesworth, Suffolk.

Sir, — Owen Suttidge (October 24) describes what happened at the Friends of the Education Voucher meeting in Ashford, without considering why the meeting happened.

The meeting was held at a *public* school, and the audience was solidly middle class. It was, in fact, a congregation of the privileged. I saw no representatives of the working class, and many of the state school teachers present were, and are now even more, hostile to the scheme than before the meeting.

The meeting occurred principally because in this area of Kent there are a large number of often mediocre public schools. These schools see the voucher system as a possible way of receiving a large injection of government cash in a time of financial stringency. The parents of the children who attend these schools also see a way of getting their fees paid in whole, or in part, by the government. They seem blind to the fact that this is illegal under the 1944 Act. This background is important in understanding the appeal of the voucher scheme. Whatever the rationale of the groups that support the scheme, *its appeal is that of a gratuitous* cash grant.

DENNIS HAYES,
156 Bridge Street,
Ashford, Kent.

Sir, — As one who was at the educational voucher meeting, I can bear out your account of the general enthusiasm for an experiment. This *enthusiasm* was in marked contrast to the spirit of Stuart Maclure's article (October 10), on Alan Maynard's analysis of a voucher system.

Although Mr Maclure admitted the American experiment produced good results, he soon back-pedalled, referring tartly to "rampant consumerism". If this means anything, it means spending one's money on what one needs and wants, choosing between competing suppliers. I have yet to meet one who dislikes this idea. On the contrary, *Sue Cameron's* interview with the docker who insisted on private education for his child shows that the desire to make one's own choice of school in particular *is deep rooted.*

The full depth of that desire has never yet been adequately expressed, largely because of the vested interest of the educational establishment which Mr Maclure supports. I am sure, in fact, how many people view education as a shared responsibility between teacher, parent, *politician* and administrator. My impression is that a great feel that the last two could without regret be eliminated from the list.

The level of argument free choice of schools is shown by Mr Maclure's use of a stupid comparison with the rules. Surely he can see that circumstances where no right rule of the road *obtained*, would, with their usual common sense soon produce it. His implies a scorn for the average parent on a par with quoted in *your* article on teacher of William Tyndale. I believe that people can real decisions about education that they should be allowed so.

ANN FINUCANE,
23 Hardinge Road, Ashford,

More letters, pages 18, 1

Book famine 'could end free education'

Sue Cameron

chers and publishers joined ces this week to fight the book mine facing state *schools.*

They say inflation has led to such shortage in many schools that pupils cannot take textbooks *to study.* They have to share books during classes and hand them at the end of the lesson so other groups can use them.

Sixth-formers have been hardest because their books are the most expensive and the schools can no longer afford to buy enough. But children of all ages are beginning to feel the pinch and it seems likely that more and *more schools* will be forced to ask parents to help pay for decent textbooks.

At a press conference called this week by the Educational Publishers' Council *and the teachers' associa*tions, Mr Max Morris, ex-president of the National Union of Teachers, said the cost of school books had gone up by 41 per cent in less than two years because of inflation. The cost of paper had risen by 100 per cent in the same period. At Willesden High School in Brent, where Mr Morris is head, books ordered in July at 35p each cost 60p each by the time they were delivered in October.

Mr Morris said the Government and the local authorities must make some attempt to ensure that capitation allowances kept pace with inflation. He promised that teachers organizations would make strong representations over the need for more money for books during the present round of negotiations over the rate support grant.

"I think many publishers and teachers would like to see a certain amount of money in the grant earmarked for books. If that were done, the Government and the authorities could no longer pass the *buck to each* other. At present the authorities accuse the Govern*ment of not* giving them enough money overall, and the Government say they allocated some percentage of the rate support grant for books and it is not their fault if the authorities choose to spend the cash on something else.

"Unless action is taken soon, all talk of improving reading standards will be nothing more than hot air and hypocrisy. Books are the sinews of war in the battle for education but if things go on as at present many schools may find themselves unable to carry out their primary duty which is to educate our children."

Mr Morris said in some areas parents were being asked to help pay for books. This practice was likely to spread. But if it did, it would be the beginning of the end for free education. Once it was established that parents should pay for books, it would not be long before they were being asked to contribute towards school fees *as* well.

Mr Alan Hill, managing director of Heinemann's, said British school books were among the most com*petitively priced in the world,* mainly because of high export sales. Textbooks were about a third cheaper than those sold in France, for instance.

"*But today* you can only buy about 75 per cent of the books you could have bought for the same money a year ago", Mr Hill said. "In Nigeria more money is spent on books for the average pupil than here. Yet Nigeria's gross national income is only about 25 per cent of ours."

At the press conference the publishers admitted that they had no firm statistical evidence to back their claim that because of inflation insufficient money is available for buying books. One reason for this is that funds for books, stationery and other school equipment is now lumped under a general heading.

But the publishers have their sales figures to judge by and they also *have information* from the schools collected by the teachers' organizations.

ILEA may get £300,000 more for nurseries

The ILEA are expected to take up an informal offer from the DES of a further £300,000 for this year's nursery education building programme. The development and schools subcommittees discussed this week the offer from the DES which would increase the ILEA's total allocation for 1974-77 to nearly £3,500,000.

The ILEA can take up the offer because of the number of nursery education allocations turned down by other le.a.s. By last month 20 authorities had not applied for an allocation for 1974-75, had returned it, or had cut back their plans. Another 18 are not taking their full allocations for 1975-76.

Meanwhile the DES have virtually halted the building of nursery schools. The allocation of £9m for the year 1976-77 represents a reduction of more than 50 per cent on the previous year, before allowing for price rises.

The ILEA do not expect any difficulty with recruitment of teachers or nursery assistants. Other authorities have given this as a reason for turning down allocations. *They have not been able to* meet the extra financial burden.

The ILEA have held four induction courses since 1973 for qualified teachers who had no specific *nursery* training. There are no vacancies at the moment for teachers or assistants.

The ILEA decision to take up the extra money means that their policy of expansion outlined in 1973 after publication of the Government White Paper, *A Framework for Expansion*, will continue.

On the basis of nursery places for 80 per cent of four year olds and 60 per cent of three year olds, they estimated that by 1980 about 33,000 places would be required. Of these 18,000 already existed or were provided for.

Later estimates have not altered the overall requirements. The schools sub-committee stipulated that 15 per cent of each age group were to attend full-time, except in *educational priority areas.* The figure for these was to be 50 per cent.

Secondary schools come to rescue of poor readers

Poor readers in Inner London made remarkably good progress in reading since they left primary school, an Inner London Education Authority report claims this week.

Only three out of five 13 and 14-year-olds judged by a reading test to be poor readers were thought by their teachers to need remedial help. The test also rated more than half of those thought to be in need of *remedial help as "average"*.

The report was made to the schools sub-committee by Dr Eric Briault, the Education Officer. It says that in 1973 average reading standards of *26,000* inner city children in one year group rose to 98 on the EH2 reading comprehension test, three points below the national average. The same children tested *in 1971 when they were at primary* school averaged 94.2.

The proportion of poor readers (scoring less than 80) went down to just over 13 per cent, compared to *more than 18 per cent in 1971.* The proportion of good readers (above 114) rose from 10 to nearly 15 per cent.

The children were tested as part *of the ILEA's literacy survey which* charts the progress of children, born in the 1959-60 school year.

Mr Harvey Hinds, chairman of the schools subcommittee, said: "This is a heartening riposte to some of the critics of the standards of present day education, children and teachers".

"Secondary schools in particular have been the butt of some armchair educationists. This is countered by the latest survey which shows an apparent improvement after children go to secondary school."

Mr Hinds pointed out that the tests taken in 1973 were different from those taken in 1968 and 1971, "to take account of the children's age".

A sentence completion test had been used but in 1973 a 'reading comprehension test was substituted because there was no standardized sentence completion test for that age group.

In what the report calls "regression to the mean", there was considerable movement over the two years into the broad average category from both poor and good groups. More than half the 1971 poor readers appeared as average *in 1973, and more than a third of* the 1971 good readers became average.

The report says this is because good readers do not make suffi*cient progress in reading to keep* up their position. It might equally be attributable to shortcomings in *the tests.*

There was a discrepancy between *test results and teachers' opinions.* One-fifth of the children surveyed were judged by their teachers to need remedial help with reading, while over 40 per cent of those scoring below 80 were not thought to need help. More than half of those described as needing remedial help were average readers according to the test.

Approximately 15 per cent of the children in the sample, or two-thirds in need of remedial help, were actually receiving it.

Higher scores were recorded for girls (99.0) than boys (96.9) as in previous surveys. The selective school average was 117.0, considerably higher than the 94.7 for non-selective schools.

Selective schools improved in the *good reader category, from* 39.7 per cent to 55.3 per cent. In non-selective schools, the biggest change was a drop in poor readers, from 21.8 per cent to 15.4 per cent.

The report also found 13 and 14-year-olds were absent for 12 per cent of their school time, excluding time allowed off for medical treatment.

The average reading scores for children who were absent the least was 101.5, while for those absent the most it was 79.5.

Surrey breaking law over direct grants, Mulley told

Mr Fred Mulley, the Education Secretary, has been asked to force Surrey County Council to stop taking up places at independent and direct grant *schools.*

This year it will cost the county, who are in the process of going comprehensive, £570,000 to pay for children at these schools. Surrey's education department estimate that it will cost £771,000 for 1976-77. The l.e.a. recently decided to continue taking up the 74 places at direct grant *schools* and 57 *places* at independent schools.

Lieutenant-Commander John Kennett, a Liberal councillor on the Conservative-controlled county council, has written to Mr *Mulley* to ask him to use section 68 of the 1944 Education Act to end "this misappropriation of public money". Mr Kennett said this meant that the authority's policy was "a criminal use of ratepayers' money".

He added that the present scheme of taking up 131 places for exceptionally gifted children, which originated in a county council resolution passed in October, 1971, may be illegal. "The Act says that the l.e.a. shall consider a report from an education committee before purchasing places at these schools. "Surrey did not have the least suggestion of a report on the subject of gifted children."

Mr Kennett also told Mr Mulley that Surrey may be acting illegally for another reason—they have made no serious attempt to see whether their own *schools could cater for the* exceptionally gifted. The Act states that an authority must be satisfied that their own schools cannot provide the education service for these *children.*

His letter to the Education Secretary claimed that most of his criticisms were supported by an authoritative report from the county educa*tion officer.* "Significantly, perhaps, the report has not been shown to the education committee, nor has the estimated cost of the scheme been revealed to the council or to the public."

Squadron Leader Leonard Cook, chairman of the education development subcommittee, said this week that Mr Kennett's letter was "factually correct". The subject of exceptionally gifted children was *being* urgently reviewed by the authority.

Leave now, learn later

School leavers should be given educational vouchers which they could cash in at any period in their lives for full-time courses, a *leading edu*cationist said yesterday.

The scheme was put forward by Mr Herbert Hughes, principal of Ruskin College, Oxford, as part of a move to tackle social illiteracy. Speaking in London, Mr Hughes, who is also chairman of the Adult Literacy Resource Agency, said educational vouchers should not be issued to parents to pay for their children's *compulsory* education. Instead they should go to all young people on leaving school so that they could cash them in by taking courses of full-time study. Paid educational leave should also be made available for those genuinely wanting to study, said Mr Hughes. The country was waking *up to the fact* that 2m adults were subliterate, and that many could not cope with traffic signs yet alone social security forms, job applications or income tax returns.

Mr Hughes, who was speaking at a prizegiving ceremony at Highbury Grove Comprehensive, said as well as the Adult Literacy Resource Agency we need a Social Literacy Resources Agency, along the lines suggested in the Russell report *on* adult education three years ago. The Department of Education and Science should set them up as a planning body even if the money was not immediately available.

NUT didn't tell Tyndale staff to bar managers

The National Union of Teachers have firmly denied suggestions that they advised staff at William Tyndale School, North London, to prevent the managers visiting classrooms.

In a strongly worded statement signed by Mr Fred Jarvis, general secretary of the NUT, the union draw attention to statements made by *Mr Edward Davidson, counsel for* the Inner London Education Authority, at last week's inquiry into affairs at William Tyndale.

They say Mr Davidson stated that on June 23 "teachers at the school decided that managers would no longer be allowed in during working hours for the rest of the term . . . this step was taken after advice had been received from their union". Mr Davidson is also alleged to have said that on June 27 two managers went to the school and "in the presence of an NUT official were refused permission to visit the classrooms".

"In view of these statements by Mr Davidson it is necessary to make clear that at no time have the NUT advised their members in the *William Tyndale School* to *refuse* any manager entry to the school. No such advice has been given either by union headquarters, the Inner London Teachers' Association *or* the North London Teachers' Association.

"It is appreciated that Mr Davidson's purpose has been to put before the inquiry the sequence of events and in doing so he has quoted from documents without establishing the accuracy or otherwise of their contents. However in doing this he has quoted statements about the NUT which are untrue and we consider it *essential that the facts* should be made known."

It is believed the NUT official referred to by Mr Davidson was the union's school representative. School *representatives* are not union officials in the usual sense of the term and they do not have authority to give advice on matters such as the admission or non-admission of school managers.

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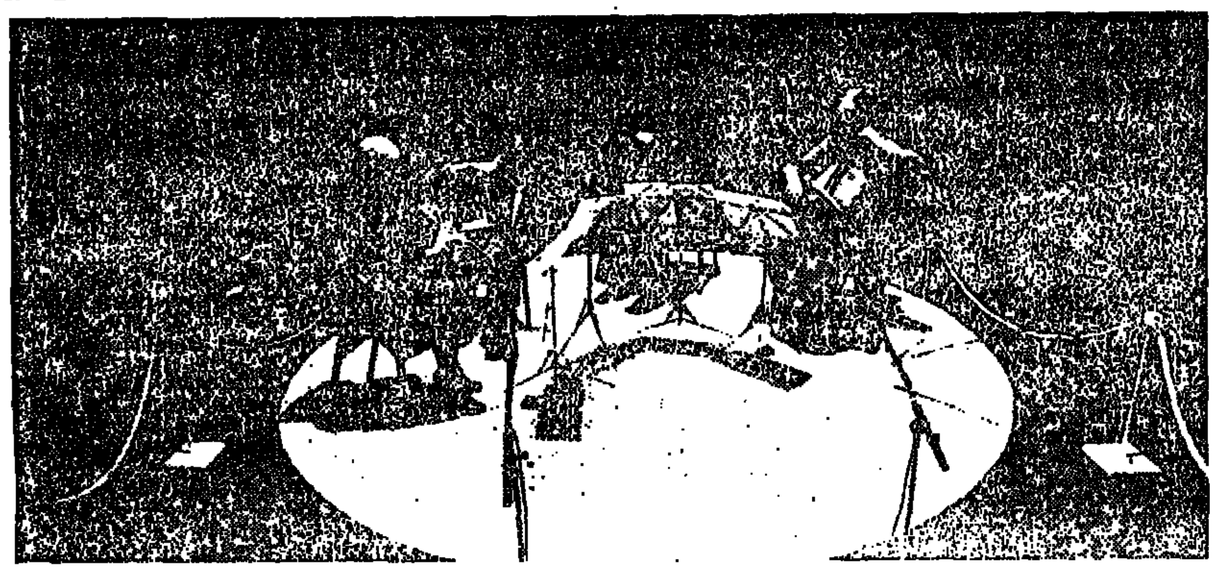

Four girls from St Anne's Convent School, Southampton, held the centre of the proms arena.

Schools Prom

'We knew they would be good'

The schools prom was a huge success. Musically, of course, it was bound to succeed. Every one of the 12 participating groups from last Tuesday's Albert Hall marathon had twice run the judges' gauntlet at this year's National Festival of Music for Youth.

We knew they would be good, and good they were. The real test of the schools prom initiative, sponsored by *The Times Educational Supplement*, was not whether *these young instrumentalists* deserved a wider public hearing, but how that public would respond.

One need not have worried. From the size of the waiting crowd at the doors and the friendly barracking of rival groups inside, such was the intensity of audience involvement that it was obvious that for those present the schools prom already was a national institution, and not just the first of its kind.

Like the players themselves, the young audience brought a freshness of response to a most varied selection of music, that was genuinely appealing. The roar of delight and anticipation, for instance, as the lights went down and Ian Morrish came on to the podium to conduct his formidable High Wycombe based concert band in *the Gordon Jacob's majestic* fanfare *from Music for a Festival.*

Again, the sight of myriad children's faces violently clustered round a circular podium in the centre of the arena to hear four girls from St Anne's, Southampton, give an enchanting account of Mozart's oboe quartet (K370) was unforgettable.

This central vantage point, by a *curious acoustic trick, turned out* to be particularly favourable to the smaller ensemble. Clare Smithies's eloquent oboe cantilena in the Mozart filled the great dome with ease, and even the strings seemed to gain a presence and strength unexpected in an auditorium of such size.

It was the larger orchestras which had to struggle most to be heard. *Joan Parry, whose Coriolanus* overture with the orchestra of Woking County Grammar School for Girls made such a stunning impression at Croydon in July, had to battle against the odds of an unfavourable acoustic and less than ideal staging. Their hardy, seasoned Brighton Youth Orchestra under David Gray, though a larger ensemble, gave a performance of Debussy's *Prélude à l'Après-midi d'un faune* of compelling poise and delicacy, but appearing so reticent as almost to sink beneath the background murmer from the galleries. Both performances were extremely good, the Debussy even more poised and refined than at Croydon, if that is possible.

John Dankworth, making a surprise appearance, introduced two concert band items by observing the difficulties that used to beset the aspiring young jazz musician. It was, perhaps, a timely reminder of how much the professional spirit now evident in school classical music owes to the example of jazz. Later, discovering his alto saxophone in a convenient pocket, he took the stage to lend the splendid Darlington Youth Big Band in a rousing performance.

The varied nature of the musical offering made it a test for audience and organizers alike. It reflects considerable credit on the organizers that changes of staging were accomplished unobtrusively and quickly, aided by Mr Anthony Hopkins in the role of tactful compere and host.

The schools prom is not simply a concert success. It is above all a triumph for the nation's school music teachers, those at least who have the courage to put musical values above teaching expediency. Their faith on Tuesday's showing is aptly vindicated, not only for their pupils' schools, but for the public as well.

Robin Maçonie

Each of the groups who took part in the *TES Schools Prom* will receive a portable stereo music centre donated by Sanyo Marubeni (UK).

100,000 'latch-key' kids

The proportion of mothers with nursery age children working full-time fell by more than half between 1961 and 1971, *according to the latest* census figures. Over the same period more mothers with dependent children went out to work.

The figures show that in England and Wales in 1961 46 per cent of working mothers with at least one nursery-age child worked more than 36 hours a week. Ten years later only 21 per cent worked.

In 1971 there were 2,833,040 mothers with at least one under-five *—of which 575,770, or one in five,* went out to work. Just under half did less than 21 hours a week.

The number of women alone with small children who worked full-time was much higher. In 1971 there were 161,450 single, divorced, widowed, or separated mothers with at least one nursery-age child. A third of them went out to work, 18,670 full-time.

Six out of 10 dependent children of all ages had mothers who went out to work some of the time. Over 100,000 were "latch-key" kids — those whose mothers worked full-time.

Census 1971 England & Wales. Household Composition Tables Part III 10 per cent sample. HMSO £5.90.

PERSONAL COLUMN

Tom Howarth

Not as daft as they look

A week or so ago I made the irreverent suggestion in this column that when the cuts in the education service get under way we should start with the administrators rather than the teachers. Without much hope of any such outcome, *I do at* least feel considerably fortified by mounting evidence that more and more of one's fellow citizens are becoming sceptical about the growth in this country of government by mandarins. [illegible] an essay with a very clever pupil called Peter Jay. In it he had advanced the view that the man in Whitehall knows best. For my part, I have never questioned the fact that the man in Whitehall (who usually gets there by cleverness, dedication and hard work) does know best what reinforces his own opinions (and *even prejudices) about what is best* for the rest of us.

But now we have a sober-sided journal like *The Times* giving prominent place to an article sensationalized with the headline "How can we sink this overblown armada of civil servants that has become a menace to us all?". The previous day, there was a brilliant article by Paul Johnson in *The Times Higher Education Supplement on* the tightening grip of the state on the university system. Mr Johnson has always interested me since he wrote a piece in 1958 describing his earliest memory of [illegible] democracy in action as the sight of a caravan of Jesuits going out to vote against Mrs Castle—two large black cars, loaded with senior Jesuits, in front, "followed by the lesser fathers pedalling *furiously on bicycles*". He draws attention in his article to the octopuslike activities of the Department of Education and Science in relation to university autonomy with the courage and vivacity which makes him one of the most exciting journalists of the day.

For instance, he reminds us of the incident when at a conference of educational planners in 1974 Sir William Pile "*wondered* aloud whether the Government could continue to debar itself from what has been termed the secret garden of the curriculum". I didn't know that Lord Crowther-Hunt has recently said that "it simply will not do to allow universities and polytechnics to produce whatever people they fancy". Apart from the insulting implication that universities and polytechnics are *devoid of any sense* of social responsibility, it is decidedly possible that they have as shrewd a sense of manpower requirements in the year 2000 as any civil servant or politician. Of course, Lord Crowther-Hunt has been a don, but a politics don, and it has yet to be established by a long way that leaving the ivory tower for Whitehall and Westminster invariably en[illegible]

Mr Johnson reserves his most powerful ammunition for Mr Eric Robinson, who looks forward to a bloodier battle for comprehensive higher education than that which has characterized the battle for comprehensive schooling. He demands "draconian measures against the universities, to bring them under direct Government control". By an *engaging irony*, the same issue contains an article by Mr Robinson himself, which must have frozen Mr Johnson's fiery locks at the roots.

Mr Robinson tells us how to assess a lecturer's incompetence. He suggests that lecturers should have to document their teaching closely, including showing up their lecture notes. As Mr Robinson tartly observes "we require of our students coherent written work". Fair's fair, but in the old days we did think there was a difference between lecturers and students. Herbert Butterfield could lecture well enough for any purposes one could imagine on extremely intricate modern European *history from the back of an* envelope and might not have taken kindly to having it scrutinized by a deputy assistant assessor of teaching techniques (DATT grade II). Mansfield Forbes would lecture to memorably brilliant effect for a whole term on one short poem, which did not at all "correspond with the published prospectus of his course", as Mr Robinson would *wish. To test objectivity Mr Robinson* would like to see examiners marking "afresh" the papers they marked last year or the year before.

After a good deal more of this *sort of stuff*, he *can almost* be observed licking his lips in his last paragraph. "If we are to engage in the fascinating exercise of selecting universities, polytechnics or colleges to be closed what criteria shall we use? Do we wipe out those at the foot of the league table for Nobel Prizes or research publications? Or do we seek out the incompetent? I think I know the *answer the general public would* give, and I believe it would be right."

Actually, I very much doubt whether he does know the answer the general public would give. However much bemused the general public may be, they are not thing *like* as daft as the ext left and their mandarin assume. If we are to take seri as I hope we can, *Sue Camer* hilarious article about the dock educational conference at York U versity, we are presented wi remarkable refutation of sonian reductionism. Over dockers were asked to discuss ed cation in a democratic society a not a few of *them* spoke up not in favour of direct grant schools b even of Eton. Mr Grayson, a doc dore, is reported to have said, rightly, after being subjected to pro-comprehensive lecture "we're may be dockers but we're thick". Indeed he even seems have used the pejorative "lofty".

The late Arnold Toynbee in *Study of History* considered the examining the collapse of civ tions he was able to demonstr that the qualitative effect of dis gration is standardization. In devastating essay on Christop Hill's historical technique (*Th Literary Supplement*, October J. H. Hexter accuses him of b a "compulsive lumper"—i.e. who gets rid of anything or body that won't *fit* evidentially pre-ordained boxes. The do and the denizens of ivory t might do worse than join han teaching our masters the sover merit of untidiness.

Give new channels to minorities–BBC

by Carolyn O'Grady

The fourth channel and new VHF *radio channel should be devoted to* specialist minority programmes, with the emphasis on education say the BBC this week in new evidence to the Annan Committee on broadcasting.

Both channels should be the responsibility of an independent National Television Foundation. The foundation will be able to schedule readymade programmes produced by bodies such as the ILEA, university media centres and organizations concerned with adult training, as well as by the BBC, ITV companies and the Open University.

Broadcasting in the Eighties and Nineties is the culmination of a stream of memoranda to Annan from the corporation. It sets out more explicitly than any of the pre*vious documents the BBC's views on* the future of broadcasting and, in particular, the use of the fourth channel and "Radio 5".

The BBC propose a less expensive, more *educational, version of the* National Television Foundation, suggested by Mr Anthony Smith in 1972.

The two new channels should be *mainly devoted to programmes* which retrain adults, "open college activity", schools and OU programmes.

The main role of the NTF, say the BBC, would be to allocate blocks of airtime to specific suppliers. They would function as a publisher not an author, with finance from different sources.

OU programmes, for example, would continue to be devised and provided in partnership with the BBC, with finance from the Department of Education and Science. "Open college" or continuing edu*cation programmes might come* from the BBC or the IBA, but also from university media centres "depending how plans for 'open college activity' evolve in the next five years".

The BBC hope that the DES money and students' fees will partly pay for these programmes. Schools programmes would still be produced by the BBC and IBA, but also perhaps by agencies such as the National Executive Closed Circuit Television Association. Specialist programmes might also come from training organizations such as the *Industrial Council for Education* and Training Technology.

Referring to the Russell report's recommendation for "analogues to the Open University at a lower academic level", *or open colleges,* the BBC say that a shortage of airtime curtails the expansion of university and non-university education programmes. "What is required is airtime during peak hours for programmes designed for audiences which are small in broadcasting terms, but large in educational terms. The availability of new lets *now* makes this possible."

The proposal for a "pub foundation", say the BB modest. However, to the illiterate or the Open Uni *student* the transmission of intended for him at a time really suits him is an urgen and one which is growing.

"The use of new netwo *this way would* enable the the Russell report to be pu not tomorrow, at least the da tomorrow. It would not be ne to await a period of ex affluence which may *never* during the next two decad

At the same time, the corp hope their proposals will increase in programmes on ing education and other unc should economic conditions

The BBC emphasize that not want a segregated educ channel. "If any 'segrega involved, it is not of edu broadcasting, but of thos grammes, educational and cational, which have no a the casual general viewer but whose committed audien *be expected to know about* seek them out."

By the same argument, edu programmes should continu shown on BBC and ITV net

However, the corporation as radio attracts its peak a during the day, schools radi have to be moved completely new radio channel to make w general programmes.

Television attracts peak aud during the evening and co tinue to provide schools progra during the day.

The Crawford committee mended that TV-4 in Wales be committed to Welsh la broadcasting. The BBC that there would probably petition for peak viewing Wales between predomina educational programmes in and the Welsh largely educ programmes.

Other recommendations extending *BBC 2's* trans hours, with programmes for audiences starting earlier evening. This could only be if the Open University progr were moved to the new ch This would allow more *FE* grammes to be shown on earlier in the evening.

The BBC estimate the ne works will cost £35m (1975 p plus between £3m and *£4m* to run. For making program the sort proposed by the BBC annual cost for radio and vision might be £10m to they say. *This* excludes W language and existing OU pro tion.

Protests grow over college closures

Stephen Cohen

mpaigns protesting at the closure Church *of England* education lleges were stepped up this week er the Church's Board of Education ratified their decision to shut r colleges.

he four are: All Saints, Tottenm; Hockerill, Bishop's Stortford; um St Michael, Salisbury; and Peter's, Saltley.

St Katherine's, Liverpool, which s *put forward* for closure last nth, has been reprieved.

The church has 27 colleges, which e 19,000 students. Eventually only 000 students will be trained in urch colleges, about one-sixth of e 60,000 places planned for the ational training system by 1981.

The Board of Education took two ys to decide on closure. An independent *investigation* into the future the *four buildings will start* most immediately. Negotiations ll also have to take place with the vernment over any repayment of ants given to the colleges.

All Saints College released a fourge statement when the closure was nounced. The college "is deterined to fight for survival", it said.

One of their arguments concerns e geography of London's education colleges.

At the moment, 16 colleges are uth of the Thames, four in the est, five in the centre and only three in north and north-east London. *All Saints is in the last category.*

The statement says: "The Department of Education figures for 1981 show that there are three and a half times as many teacher training places proposed for south London as for north London, although the population in the latter area is one-third larger.

"The ratio of teacher-training places to pupils—which is the key point with regard to school practice —would be four times higher in the south than in the north. If All Saints were closed then the imbalance would be even greater."

The college says it has hundreds of local schools available for teaching practice. About 75 per cent of its students eventually teach in Greater London.

It has also developed courses in English, religious studies, education *and home economics which are* geared to deprived schools. A spokesman said "The Church speaks eloquently of the urgent need to provide teachers for the difficult inner city schools. In All Saints we try to meet that need. Now is not the time for the church to retreat to the leafy suburbs and quiet cathedral towns."

Mr Roy Jenkins, the Home Secre*tary, will put the case for retaining* St Peter's College to Mr Fred Mulley, the Education Secretary. Mr Jenkins and Mr Denis Howell, the Minister for Sport, are the two Birmingham MPs closely connected with the college.

Mr Jenkins said last week that he supported the college because the area was short of institutions of character and distinction.

A subcommittee of the council of principals of church colleges met this week to look at the closures. Three hundred academic staff, about 80 administrators and nearly 700 an*cillary workers will have to be found* new jobs or made redundant.

One or two of the colleges in urban areas might be retained as dormitories for students on teaching practice in inner city areas. They would be bussed in from outside for a month or so. Many country colleges have difficulty in finding enough places for their students, so this might preserve some of the old institutions.

Council fears for Leicester compromise

Leicestershire County Council agreed this week on a compromise plan for reorganization of secondary *schools in the City of Leicester. But* with objections expected from parents and pressure groups, they fear that they may be forced by ministerial veto to amend their plans yet again.

Even the retiring education committee chairman, Mr Nathan Harris spoke against the compromise at Monday's special council meeting. "Today", he said "will be remembered as the day when nobody got what they wanted."

A three-line whip on both Labour and Tory groups ensured that the compromise, which gives new identities to six of the city's eight grammar schools—three as sixth-form colleges, three as 11 to 18 all-through schools—was overwhelmingly supported. The two other grammar schools have been lost in mergers.

The scheme took another heavy knock when the Rev Kenneth Middleton, leader of the controlling Labour group on Leicester City Council, said he would commit "political suicide" by disobeying the whip. He could not reconcile his conscience with the scheme. It was "bits of two systems, injected into yet a third."

He was referring to "alternative six"—a plan for widespread 16 start sixth-form colleges — and "*alternative seven*"—an adaptation of the Leicestershire plan of high schools for up to 14-year-olds, then upper schools.

Leicester parents and teachers overwhelmingly favoured alternative six during the consultation stage.

Most of the councillors, recognising the tight timetable if the new scheme is to be introduced in September next year, seemed happy to accept the compromise.

TUC move again on day release for all

by Philip Venning

Local action by trade unions and a new approach to the Government by the TUC on the right of young workers to day release are likely to follow a special conference on young worker education held by the TUC in London this week.

Opening the conference Mr Len Murray, general secretary, repeated the TUC demand for a national agency to arrange preparatory schemes for young worker education. "When will we learn the consequences of treating workers only as hands who are expected to do no more than respond mechanically to the dictates of the machine?"

The conference was called to review existing TUC policy on day release, as well as recent reports by the Training Services Agency and the National Youth Employment Council on proposals for young people. The right to day release emerged as the chief priority.

One of the strongest supporters of increasing pressure for day release was Mr Roy Grantham, of the Association of Professional, Executive, *Clerical*, and *Computer Staffs* (APEX). Members of his union in Wigan had recently taken industrial action to force an engineering firm to give day release to four girl employees. And the union have mounted a campaign to improve day release for members.

The way equal pay was introduced should be the model for compulsory day release he told the conference. The Government should set a legal date for its introduction, and firms should work steadily towards it.

The TUC are also stepping up their lobbying against cuts in the education service. In a statement last week they said they were deeply concerned about the effect of spending cuts on educational standards.

4-years' training guaranteed

Some unemployed young people will receive four-year's training in a job virtually guaranteed by the Government. This extension of government responsibility for training comes as part of a new £25m package for unemployed school leavers announced by the Manpower Services Commission last week.

The measures expand existing emergency schemes and extend government grants beyond first-year training. They also reflect continuing official concern about the number of young people still without jobs. In spite of a substantial fall in unemployment among the under 18s last month, it remains at a post-war record level.

The extra £25m should bring the number of young people being trained under the MSC's emergency plans to 33,000 (out of 46,000 receiving help). Other measures already in operation include the £5 a week subsidy to employers taking on extra school leavers as well as the Job Creation Programme, which is putting special emphasis on jobs suitable for the young.

The industrial training boards will be inviting firms with a good record for training to take on additional apprentices. The selected employers will receive grants for the first two years of four-year apprenticeships, provided they undertake to complete the apprentices' full training.

During the first year, when the apprentice is not usually much use to the firm, the ITBs will pay £2,000 a head. This will fall to £1,500 in the second year. In the last two years the apprentice is normally paying his way.

Wider role urged for teachers' centres

Teachers centres should be expanded to become education shops, media resource agencies, exhibition places and community education forums for managers, governors, parents and others.

This was the suggestion of Mr Robert Thornbury, warden of Sherbrooke teachers centre in Fulham, London, in his evidence to the Taylor Committee looking into the management and government of schools.

Putting forward a broad view of the functions of teachers centres, based on a study of centres in Australia and New Zealand, he said they could inform and involve managers, governors, parents and others in a continuous debate on school organization and curriculum.

Such a dialogue was of growing importance for inner city schools where teachers and educational administrators have increasingly become commuters rather than conversers—providing what they think parents and children need". had no wish to interfere with the school as a unique, individual community, but uninformed controversy had been destroying public

Mr Thornbury said the Taylor Committee should initiate a three-year national project to expand the role of teachers centres. This would involve:

Seminars and workshops, run by managers and governors both for themselves and for the induction of newer colleagues. They would be similar to those run for magistrates.

Appointment of managers, governors and/or parents to the advisory and management committees of professional centres, with a view to introducing this nationally if it was successful.

A specialist research and loan service for governors and managers.

Interdisciplinary seminars, conferences and meetings for parents, governors, managers, social workers and others with a professional involvement in the school district.

Education shops, advice surgeries and curriculum workshops run by teachers, managers and parents, using mobile classrooms as well as the neutral premises of teachers centres.

- ● Public forums where consultation or discussion could take place on broad educational issues, such as school reorganizations affecting groups of schools, parents, managers *and governors in a district or* borough.
- ● Local exhibitions in schools, libraries and other public places.

The 500 teachers centres in Britain were a recent phenomenon, and established educational opinion might not be aware of their potential. "The Taylor Committee could convert the British teachers centre *from a monotechnic dinosaur* into a progressive education centre meeting the challenges of the 1980s."

Mr Thornbury said that, in a time of economic stringency, the expertise, materials and equipment in the centres were a community education resource which should be more widely accessible.

Taylor inquiry

into managers and governors

Dr Eric Midwinter, project director of the National Consumer Council, called for a National Council of Parent Governors in his evidence to the committee.

There should be parent governors in every school, said Dr Midwinter. The national council would mobilize parents and speak for them as consumers of education. They would also collate and provide information, and take part in "appropriate educational deliberations".

The Government were represented by the Department of Education and Science at a national level, teachers and local authorities had their professional organizations. The parent as the consumer of education (on behalf of the pupil) had *no such voice.*

Dr Midwinter said that at the very least, there should be legislation to provide parent governors in every school. The DES should issue a leaflet of guidance to all those appointed.

Once elected, parent governors should be organized federally by area and by authority. A local parent governors' council should have *not less than three places on* the education committee. Local authorities would be expected to help with office staff and other "minimum resources".

Schools of 500 or less pupils would have two parent governors, with an extra governor for every additional 500 (or less) pupils, up to a limit of five.

Dr Midwinter said l.e.a. representation should not be as high in proportion as it is at present. Instead there should be between three and five l.e.a. nominees. The head should be a governor and there should be two teacher governors for the first 30 staff with another for each additional 30 members of staff up to a limit of five. This would give most schools a governing body of eight.

Next week

Bitter fruits

Nick McCarty visits the camp schools *for refugee children* in Cyprus.

Janet Pugh and Stephen Thomas on children and the mass media; Janet Townsley on Italy's nursery schools.

Books: Lord Hailsham discusses Evelyn Waugh; Donald Trelford looks at *three contemporary* views of modern China; Martin Shipman reviews a clutch of basic sociology texts; history textbooks.

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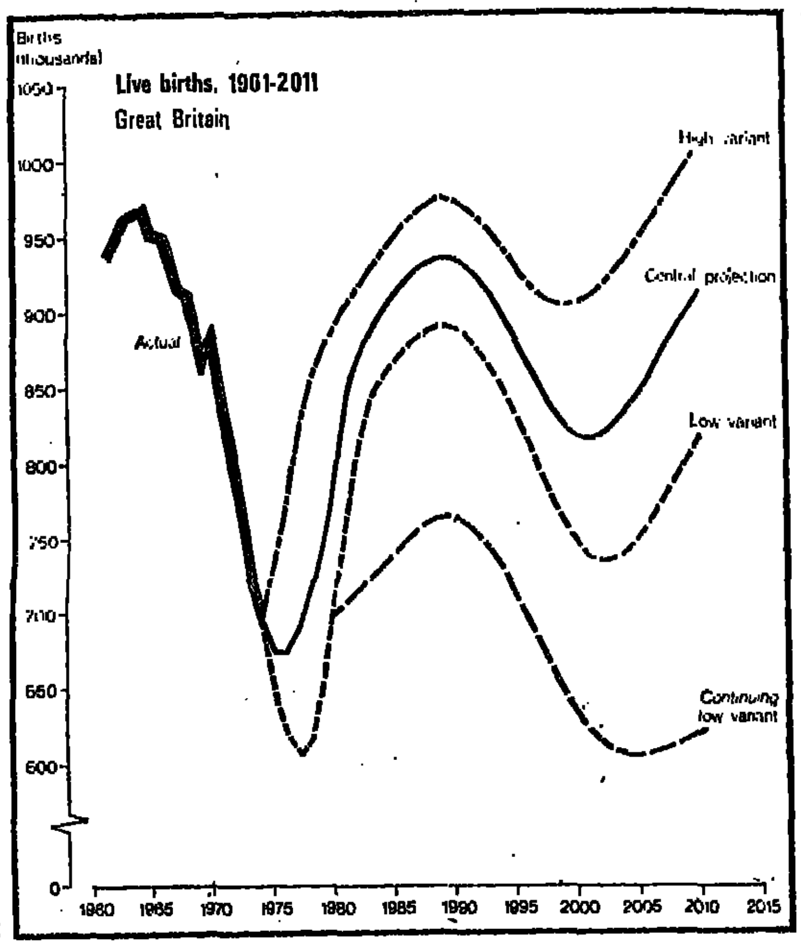

Population puzzle for education planners

The child population is expected to be down by 800,000 by 1986. But it could stay the same. *Or it could* fall by at least 1,500,000.

Education planners, says a report by the Office of Population Censuses and Surveys, would be foolish not to take this uncertainty into account.

The report gives a range of projections for the birthrate based on different assumptions about fertility and, to a lesser extent, migration.

The high projection assumes that many of the recently married women who have been deferring having children will decide to have them at once. This would mean a total of 16,572,000 children under 20 in 1986.

The central projection assumes that the trend to postpone having children will continue for another three years and then reverse. But *some mothers now in their twenties* would still have small families.

The low projection assumes that fertility will continue to fall even *further before rising rapidly after* about 1984—resulting in an under-20s population of 15,018,000.

In the less likely circumstances that women continue to have very small families, the report gives a "continuing low variant", which would result in an under-20s population of 14,483,000—over two million fewer than the high variant.

"Although in the short term the *fertility rates assumed for the low* variant are unprecedented, none of the variants—including the continuing low—is intended to represent, or could have been constructed to represent, the limits on what may happen. The variants are rather intended to give an impression of the position and width of the road ahead rather than to mark its boundaries."

Variant Population Projections 1974-2011, HMSO, 65p.

Staff fight for their food

Teachers in Wiltshire are to fight a local authority order to cut down on free meals for school staffs.

Wiltshire l.e.a. say they will save £36,000 a year by *reducing the num*ber of free school dinners given to teachers who supervise pupils at lunchtime. They have decided to allow teachers only one free meal for every 30 children receiving lun*ches.*

This means that about 540 teachers will have to pay for their own dinners even if they spend the lunch hour running clubs or supervising pupils in dining rooms.

Members of the Wiltshire association of the National Union of Teachers are to take the new ruling to a special tribunal. They have declared an official dispute with Wiltshire authority and they will put their case to a panel of five, including an independent chairman.

The panel will be set up under the agreed collective disputes procedure and will have two representatives from the authority and two from the NUT. If the local tribunal do not settle the issue, it will be taken up at national level.

Mr Ray Fox, NUT regional official for the area, said this week that some heads in the county had been forced to introduce a rota system to ensure that free meals were shared fairly between staff. Wiltshire's action was a direct breach of a national agreement, made in 1968, *which lays down that* any teacher who oversees pupils at lunchtime is entitled to a free dinner.

"At stake here is the teachers' conditions of service. There is also the question of the ill will the county have generated by making this cut. Teachers only do dinner duty and run clubs and societies in the dinner hour on a voluntary basis.

"*If it came to the crunch, our* members could withdraw their lunchtime services altogether and it would cost Wiltshire far more than £36,000 to employ ancillary workers to supervise the pupils."

*Under the collective disputes pro*cedure Wiltshire had to return to the status quo until the matter was settled. No teacher was yet going without the free meal to which he was entitled.

Mr Tony French, publicity officer for Wiltshire, said the authority had carried out a survey which showed that of the 4,400 full-time teachers employed by the county, about 2,500 were being given free dinners. That number was on the increase. Each meal cost 35p. Altogether Wiltshire were spending £170,000 on free lunches for school staffs.

"*We were only going to allow* one free meal for every 40 children receiving school dinners but we discussed the matter with the Wiltshire teachers' advisory committee and reduced it to one to 80 chil*dren.*"

Mr Henry Clother, publicity officer for the NUT, said he could not say whether cuts in free school meals for teachers were less or more important than cuts in teacher numbers, or cuts in books.

"The NUT have always refused to state priorities in any way which could help those who are planning education cuts. We aren't going to do the authorities' job for them. To suggest that we should is a snare and a delusion."

BEd (hons) rejected by Oxford

Congregation of Oxford Univer have rejected a proposal to e lish a four-year external hon degree of Bachelor of Educa for students at Culham and W minster Colleges of Education.

However, the decision, by votes to 54, will not be the word on the matter.

At the opening of the two debate on Tuesday, the chancellor, Mr John Habak announced that, because the posal by the general board of faculties to establish the degree *opposed by hebdomadal coun* postal vote would be held members of congregation.

The proposed new degree attacked by Dr Harry Judge, tor of the department of educa *studies, who said that if* accepted the university would a new phase of expanding and predictable commitments. The from Culham and Westm entering for the new degree *be large—about 140.*

"Education as it is now stood and taught, is a dubious ject. Its definition as a com in this particular degree is unsatisfactory. Its effective ment would require as a ma the greatest academic urgenc creation of a faculty of educa studies.

"We cannot have a degree an external one, for perha candidates a year, and not strong and orthodox faculty."

Mr D. W. Crompton, princi Westminster College, seemed that the Government expected that eventually would only be two ways of ent the teaching profession, either one-year postgraduate course a BEd degree.

The most certain method ing that the teaching would never again have to with the problem of fir second-class citizens was for sities such as Oxford with tradition of liberal inquiry, *them, to retain their interes* in the postgraduate course bachelor of education degree.

Lord Redcliffe-Maud, mast University College, said the sity, having agreed some year to have an *external* BEd pas gree, should not refuse to up it to an honours degree.

Times Higher Education Su ment.

College in courses swop

Lancaster University Senate ag this week *to accept responsibility* the validation of courses at C Mott College of Education, Presc near Liverpool.

The college, which has had courses validated by Liverpo University, *wants the transfer* order to introduce a greater rang of courses. Liverpool Univers does not offer a BA Honours de gree or a part-time BEd Honou degree to its colleges.

It was also *felt that Lancast* would be more sympathetic the introduction of postgradua courses.

Times Higher Education Supp ment.

Cuts useless

The West Midlands Association for Adult Education are to fight cuts in adult education on the grounds that cuts will save little money and des troy a valuable community service. This was agreed unanimously at a conference held by the association *in Birmingham* last week.

The conference was told that in spite of previous cuts in the service and higher fees, the demand for adult education in the region had increased. In the West Midlands half of 1 per cent of the education budget was spent on adult educa tion. To cut this would result in little real saving.

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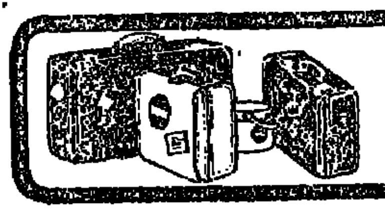

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Defiant dons seek promises on pay

Leaders of university teachers are holding talks with the DES over their cost of living pay claim.

A four-hour session on Monday night came to no fruitful conclusion and another round of discussions was due this week.

At an emergency council meeting *at the weekend* the Association of University Teachers' executive were instructed to seek undertakings from the Department before reaching any settlement. On the table is the Government's £312 offer in response to the association's claim for a cost of living rise of at least 20 per cent. This would give lecturers and professors increases of between £600 and £1,000.

Mr Laurie Sapper, general secretary of the AUT, said: "We are not going to accept the £312 until we get assurance about the future of our pay. We want a recognition that we have been done down by the pay policy."

The association also want a guarantee of fair treatment in the future. They want the balance of their claim made up when the Government's £6 pay limit is eased. A review of university teachers' salaries is also asked for.

"We want an acknowledgement that we have not been given the true cost of living rises," Mr Sapper said. "We want an agreement that we will have an opportunity to open up talks on the cost of living claim."

It is likely that the £312 will be accepted by the AUT although they say it is only part of their claim. They were promised a cost of living rise to cover the past year but this fell foul of the £6 limit.

Students call for an end to parental means test

The National Union of Students this week demanded abolition of the means test which determines how much parents contribute towards their children's further education.

Thousands of students were finding it difficult to continue with their courses because their parents could not or would not pay their share of a grant, said Mr Charles Clarke, NUS president. Hundreds were giving up their courses or not bothering to start.

The union estimate that 175,000 students are not getting their full grant because their parents cannot afford their contribution or refuse to pay. There is no law forcing parents to pay up, although if a parent refuses to sign the application forms, local authorities can refuse a grant or offer only a £50 minimum.

Last week the NUS produced two students hit by the grant regulations. Mrs Clare Weber, 23, has just started a teacher-training course at Brentwood College of Education in Southend. She is separated from her husband.

Mrs Weber has been supporting herself and her three-year-old child for two years and eight months and has also received four months and two weeks maternity benefit. But to be established as independent from parents a student must be over 25 or have supported himself or herself for three years. These three years may include up to six months registered unemployment.

But Mrs Weber says her local authority, Chelmsford, have refused to assess her as independent of her parents despite the fact that she married and had lived away from home for five years. She was given the £50 minimum. Because her father did not fill in the forms declaring his income she is also expected to pay fees.

The NUS say Mrs Weber is stuck in the middle of the regulation which refuses independent status to anyone who has not been self-supporting for three years. Chelmsford have said in a letter to her that she has only been working for two years 340 days. She is three weeks short.

Mrs Weber said she was existing on £10 a week supplementary benefit, but that could be withdrawn at any moment. Her father, a junior school teacher, was approaching retirement and no longer felt her to be his responsibility.

Mr Paul Butler, a final year student at the Slade School of Fine Art, London, said he had never received any contribution from his parents because they disapproved of his choice of career. Mr Butler's father was assessed by his local authority and expected to contribute about half the grant of £810. Essex education authority cannot insist that Mr Butler's father pay his share.

The NUS estimate that the net cost of abolishing the parental means test would be about £20m, as long as parents could no longer claim child allowances for offspring continuing their education. There would also be savings made by local authorities who administer the tests.

'Mean' l.e.a.s will be named

The meanest local education authorities are to be exposed by the National Union of Students. Mr Charles Clarke, the union's president, said last week that a survey of the meanest authorities was being conducted and a list would shortly be published of authorities who were economizing on student grants.

Mr Clarke told the union's further education colleges conference in London that Mr Fred Mulley, the Education Secretary, had committed the Government to making education for the 16-19 age group one of their priorities.

"The reality is that further education has been made the number one priority for retrenchment and cutbacks. At a time when demand for further education is greater than ever before, the supply is being strangled as grants are reduced, staff dismissed and courses closed.

"I have no doubt at all that severe cutbacks in real terms are being made in the grants which further education students got."

Warnock

14,000 still on waiting list, say NUT

The Government should st building programme for the children waiting for special places, say the National Uni Teachers in their evidence to Warnock Committee on sp education.

The union claim that in nearly 5,500 pupils out of the had been *waiting for* more a year. These figures had rem constant for the past 10 years building programme should affect other building commi An additional 1,560 teachers be needed if the waiting lis be eliminated.

The union's evidence, which a 142-page paperback, *Educ the Handicapped* (75p), co 156 recommendations to the mittee.

The NUT take a caution on the controversial issue of ding handicapped children in nary schools. Handicapped ch *should be integrated into* classes, they say, but some ch need to be separated. The want a study of integration sch already in operation. Only based on sound practical and tional criteria should be app Teachers' organizations shou consulted before a local auth introduce a scheme.

Local education authorities be encouraged by the Govern to introduce "consortia" of schools for minority h such as the blind and deaf would mean that resources be shared more efficiently.

Teachers should assess the ren in partnership with doctor psychologists. Assessment should be part of the service and attached to sch

The NUT also recommend handicapped and socially de children should be top of the for nursery places. Auth should set up school leaving tres to support the handicapped at least two years after they school.

The union have criticized Mary Warnock, chairman of committee. In the latest iss *Special Education* she is quo saying "Our task is to look at way resources are being used cannot get any more money at sent but we can make sure what is already available is being misspent".

Mr Fred Jarvis, NUT gen secretary, said the committee sh *not be daunted* from the start. should investigate special educ thoroughly anticipating fu needs and making recommendatio regardless of what they cost. It up to the government and the le to decide what could be done. will be unfortunate if the comm tee take their cue from M Warnock."

● Headteachers should be able refuse handicapped children if they consider their buildings and unable to cope, say the Nation Council for Special Education their evidence.

Teachers must be sure they to *accept disabled children* before integration is attempted. There must be interest, sympathy and under standing and a desire to help them all in the school.

Adaptations to old buildings and different designs for new ones were needed to prepare schools for ch physically handicapped children. Teachers would need more practical help and advice, from educational psychologists and doctors they could cope with routine ing of the handicapped.

It might be more economical efficient to concentrate resources such as staff and equipment special schools.

Parents should be told about the child's disability, its severity the implications as soon as pos The role of teachers in couns parents is frequently overlooked though social workers and visitors play a key role in hel parents over the first shock.

Every special school should a common room where parents professional workers can *Educating the Handicapped* the National Union of Teachers

Don't lock up your daughters'—doctor's prison reform plan

Frances Stadlen

offenders under 16 should be oved from the *prison system and* the responsibility of local rity social services depart s. The number of 17 to 21-olds in borstal or prison ld be reduced and their treat t, training and conditions roved.

These recommendations were part a 10-point plan outlined last k by Dr Douglas Acres to the ward League for Penal Reform a lecture, "Lock up your ghters".

Dr Acres is vice-chairman of the d of visitors of Bullwood Hall borstal, and a member of the ler Committee on Mentally ormal Offenders.

Other recommendations include lition of imprisonment for iting and the reduction of sen ces.

Girls who need borstal training ld be held for as short a time possible in small units near me. They should have some male pany. Training should include paration for motherhood and e development of personal rela ships. Community service, such helping the elderly and dis led, should be encouraged.

Female crime was not only increasing, Dr Acres said, it was becoming more serious. There were 57 girls under 16 in borstal last year compared with only two in 1962. In 1974 242 girls were re manded to prison under unruly certificates against 91 in 1972.

Mental and emotional disturbance was greater among women offenders. Many cases could be ter dealt with in hospitals. Bors al buildings were out of date and overcrowded.

Young women who needed borstal ining should get more counselling psychiatric help. Probation cers and volunteers could build relationships with them. Efforts ld be made to increase their respect and to involve them in community. The value of foster hould be recognized and foster rents adequately paid.

The only secure girls' borstal in country is Bullwood Hall, at the subject of a correspon e between the prison depart t of the Home Office and Mrs ra Dyer, deputy head of on Senior High School, Essex.

The correspondence was sparked by an article published in *New* y in January about Mrs Dyer's ences as tutor organizer at borstal five years ago.

her article and letters, Mrs criticizes both the buildings organization of Bullwood. Her nts have been sent to Dr Summerskill, Parliamentary Secretary at the Home Office, n MPs.

Home Office, have described od as dealing with a "small of extremely difficult and girls". However the Council on Penal Reform in 1974 found that one of its trainees had no previous ctions, one in five had two. were sentenced for *offences* ing to prostitution and 11 per were under 17 when convicted. are 124 places at Bullwood.

Austin Wilson, head of the Office division, who deal with and female offenders, has to Mrs Dyer. In it he agrees it has proved difficult to the needs of girls of 15 and within the borstal system". No is made at Bullwood to those with different al backgrounds.

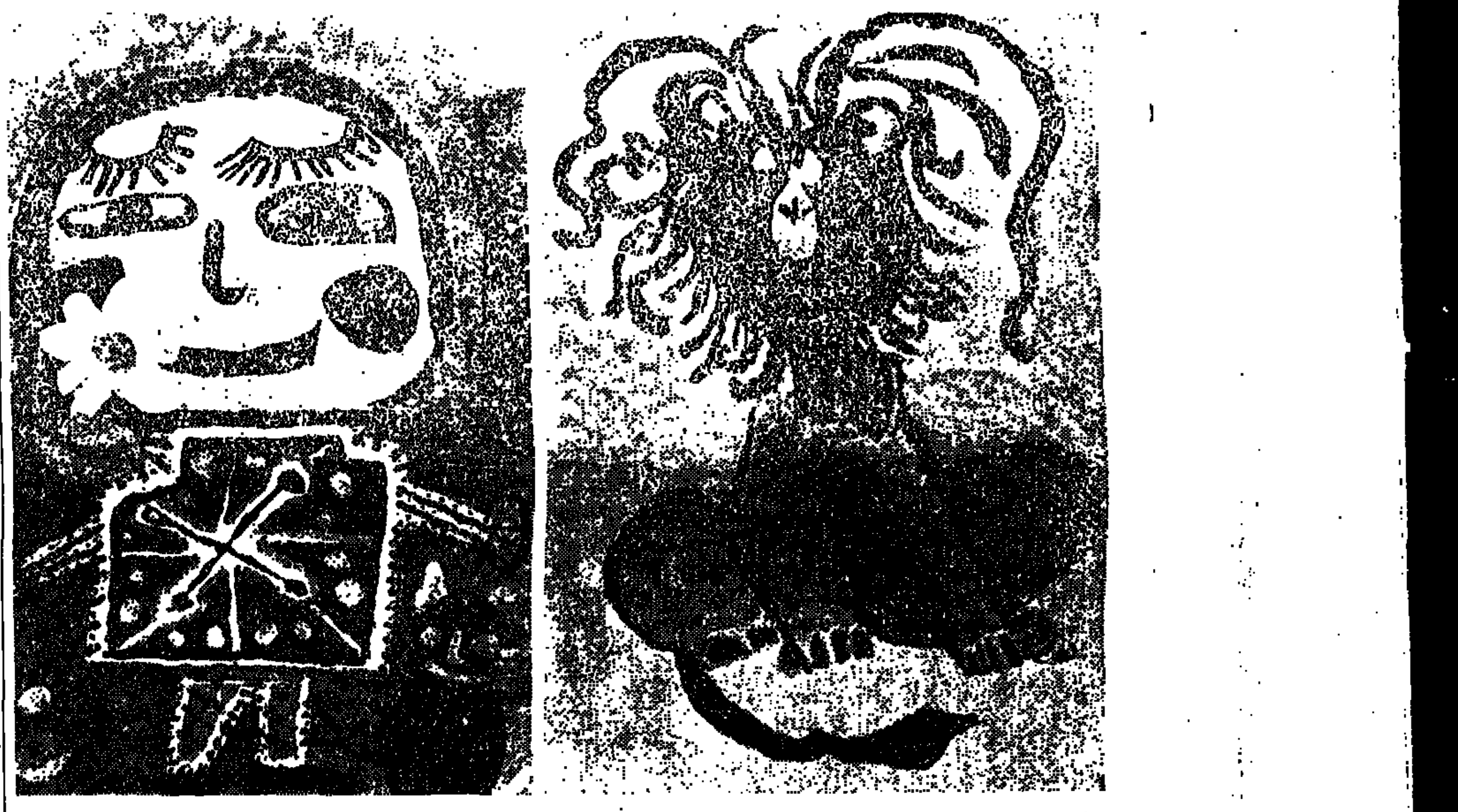
Wilson also emphasizes that al sentences vary between six ths and two years. "Very few spend longer than one year Bullwood Hall, and most are for a considerably shorter Some trainees spend the last three months of their sentence at Hill Hall Hostel which prepares them for their release.

In reply, Mrs Dyer draws attention to the advisory council's conclusion: "Bullwood Hall is inconveniently placed, far from some of the services which it needs, its tightly enclosed and forbidding buildings are unsuitable for its purpose and it should cease to be used as a borstal for young women as soon as possible."

The Home Office who object to Mrs Dyer's criticisms are unlikely to implement the council's recommendations.

"*We cannot agree*", *writes* Mr Wilson, "that the conditions are as unsatisfactory as you suggest or that the situation there can accurately be described as dangerous and explosive."

Mr Wilson confirmed this week that work will begin next year to provide 30 more places at Bullwood.



Two winning pictures from the 13th art exhibition organized by the National Society for Mentally Handicapped Children, on show at Chappell's music shop, Bond Street, London, until November 15.

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A one term full time course for qualified teachers will be offered in the Summer Term in 1976 and the Summer Term of 1977, in Modern Mathematics in Secondary Schools. Teachers will normally be eligible for secondment on full salary.

4. ONE TERM COURSE IN NURSERY EDUCATION
Applications are invited for the Spring Term 1976 and Autumn Term 1976 for a one term full time course designed as a refresher/conversion course for qualified teachers who are teaching or wish to teach in Nursery Schools or Nursery Classes. The course will have a strong practical content and will include study of the early years of childhood, the influence of home, School and neighbourhood, and the patterns of Nursery provision. Secondment on full salary is normally available.

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Manchester College is offering one year full-time courses (and two year part-time) commencing in September, and leading to the award of the Manchester University degree of B.Ed. with honours in Education. Details of entry qualifications and further particulars may be obtained from the Head of the Education Department.

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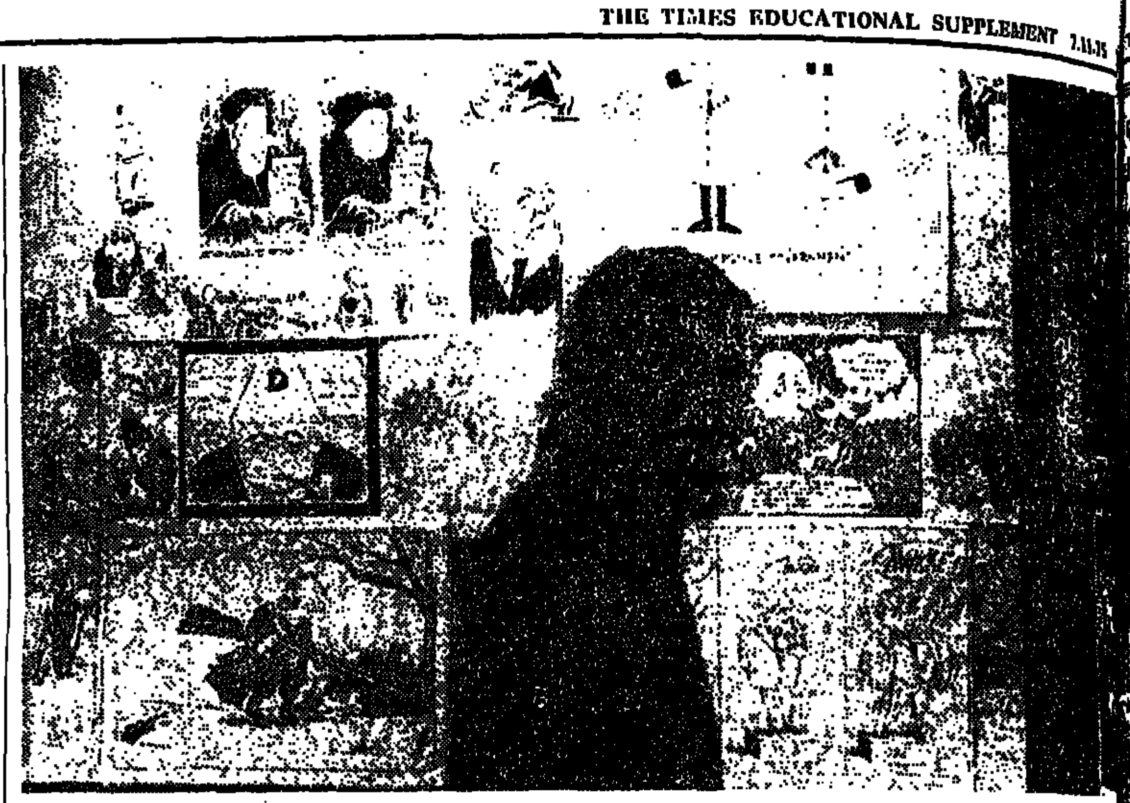
For further details and application forms for these degrees write to the Senior Assistant Registrar, Room [illegible], Whiteknights House, The University of Reading, Whiteknights, Reading RG6 2AH.



Laugh? I could have died . . .

Kent University's Centre for the study of Cartoons and Caricature was opened last week by Mr Jo Grimond, the university's chancellor. Not many people laughed.

It was not clear if people were expected to guffaw at the cartoons on display in the university library. For one thing, it was difficult to understand what many of them meant. Even Mr A. J. P. Taylor, the historian, who gave a lecture shortly after the opening, could not remember why he was depicted in a Cummings cartoon in the *Daily Express*.

Mr Taylor was shown putting his head into a Chinese dragon's mouth. The *dragon looked like Chairman* Mao. There was no date on the cartoon, a point which Mr Taylor emphasized. "We (meaning historians) don't like anything that isn't dated", he told a packed audience. "*We don't even like people who* are not dated." And that, at last, got a laugh.

Nearly all the original cartoons on display had a political theme and, while no doubt witty, incisive or poignant in their day, they had lost a lot during the ages.

Perhaps the centre and its students will be devoted to finding out why they were once funny, but I *have the suspicion that if they do* that it will be like trying to explain the punch-line of a joke to somebody who did not get it first time round.

So what is the centre for? Are the 50,000 cartoons in its possession for the private mirth of a few select individuals? Does Dr Graham Thomas, the director, creep down to the vaults for a quick fix of Langdon, Low and Trog? Is it an excuse for a get-together of living British and foreign cartoonists?

Dr Thomas looked as if he has never laughed at a cartoon in his life, but maybe it was the pressure of the opening ceremonies. He had to keep dashing about making sure things were all right and that the panel of cartoonists had paper, pens and chalk just in case they felt the urge to do a quick original for the vault. Some of them did doodle away while A. J. P. Taylor was talking about the Left in the 1930s.

According to the handbook that goes with the exhibition, cartoons "mythologize the world of politics by *physiognomizing it*". And "le payvisage—the landscape of human faces that is becoming more and more important to us—is the abiding resource of the cartoonist".

Cartoon students it now appears do not want reassurance that their area of study is important, they've convinced themselves of that. They want "a range of analytic techniques that will do justice to this elusive graphic form".

One of the problems, apparently, is to do with the "balance between structural analyses of the cartoonist's language and adjacent investigations like that of the rhetoric of advertising: between classic dr the psychology of caricature new considerations of the menology of the cartoon me

It is a good job that all the written down, because by the the opening cermony, lectur buffet supper were over, it w have been difficult to find a ca ist who could have repeat After all, cartoonists are an un bunch, well known to be on agree on a pub to hold a meet let alone arrange Dr T unique centre.

Sadly, it all seemed out of p Here were these ordinary p who drew cartoons to pa *mortgages, and feed and clothe* families and there was an exp study centre with big gra high ideals talking about p nology and the cartoon medi structural analyses. They di mix.

Mark Boxer, Nicholas Garl Mac, Arthur Horner, David L don, Eccles, Jak, Keith Wait Fritz Behrendt took part in *round-the-bottle discussion*. La and Garland were the only present to have their work on

The centre plans to have exhibitions. One of its biggest lections is the almost complete of Andy Capp from the *Mirror*. But what would they Flo's physingnomy?

Stephen Co

Living costs absurdly hig.. for foreign students, say NUS

Overseas students have to pay nearly four times as much for board and lodgings as British-born students, it was disclosed this week.

North East London Polytechnic charges overseas students £62.58 a week for full board. Home students on management studies courses at the polytechnic's Anglian Regional Management Centre pay only £16.24.

The National Union of Students described the discrepancy as "absurd". Foreign students, especially black ones, were on the receiving end of a campaign to drive them out of the country.

Nearly 100,000 of the union's 660,000 members are from abroad.

Other examples quoted by the *NUS* include:

Sunderland Polytechnic, where overseas students pay £25 a week and home students £12.

Mid-Essex Technical College, where the overseas rate is £951 a year and the home rate £360.

Bradford University, overseas rate £21 a week, home rate £12.

Leicester Polytechnic, overseas rate £753 a year, home rate £420.

The union have also released a copy of a letter from the Department of Employment, which says that permission to take paid work during college vacations, already rarely granted for overseas students, will become harder to obtain.

The letter to the union's secretary, Miss Sue Slipman, says that if British born labour is available, foreign and Commonwealth students would have to be refused.

"During the recent long vacation it is known that there were not enough jobs for the British-born students registering for them," the letter says. "With the rising *unemployment figures it is likely that* vacational work will become much scarcer."

Dr Keith Hampson, secretary of the Conservative backbench education committee, called for higher fees for overseas students last week.

Mr Charles Clarke, NUS president, said the amount of money that could be saved by squeezing foreign students would be minimal.

"The British Government are clearly adopting a policy of giving education only to that tiny minority of Third World students who can afford massive fees. This is bad for education in this country; it destroys any belief that Britain wishes to help Third World countries that have been exploited by British business for hundreds of years; it contradicts directly the principle of *aid for the poorest* to which the Ministry of Overseas Development have given priority."

New rules for school *transport* now unlikely

Mr *Fred* Mulley, the Educa Secretary, hinted at the week that proposals for a new scho transport scheme, which he revea sent out for consultation, may be implemented.

The Department of Education Science have suggested that school transport be abolished an replaced by a flat-rate charge about 7p for a three-mile journey. The statutory walking distance two miles for *children under* and three miles for older children would be abolished. Local author ties would have to ensure transp between home and school, althou they would have the final wor to whether it was necessary. Ther would also be remission in re of hardship and free transport the handicapped.

Opening All Saints C Upper School in Mansfield, Mulley said there was "no solution" which would sa everyone. He added: "The posals I have put to the authorities are for consultation discussion as a possible answ in any sense firm proposals.

"It will take some time to out arrangements which will generally acceptable. Indeed it not be possible to do so and b be preferred to stick broadly the existing situation."

ixture of fact and ing is advanced as the l for secondary school iculums. Bob Doe s at suggestions for er-16s (right) and 8s (below).

pils helped express eir feelings

expression outside the con- aints imposed by schools and an demic course which enables ents to enter further or higher ation—*this is what a two-year* el course in creative arts offers his students.

he course at Tameside College of hnology, at Ashton-under-Lyne, *ted last year* with 18 students d between 16 and 50. They study two A levels in English and art sociology and at the same time w an introductory course in a, music and creative writing iques.

Mr George Wewiora, the senior er, said that the course attracted dents who needed to express their ings and personal difficulties ough art. Some students had un- edly been helped during the t year.

"We do have students on the se who need to express their lings in ways that may have been ed to them at *school*. We are y willing to help but the course not some sort of therapy, nor is full of students with problems."

The first year produced work "of a very high standard" and "considerable originality" which was *praised by critics* in the *Manchester Evening News* and on television. It included a musical version of *Little Women*, written, acted and produced by students and which toured locally in Manchester.

There had been a few clashes between students and between students and staff through "differences in temperament and attitude" over the definition *of good art*. The first-year students had deep gious beliefs which had pro- ed a few conflicts. This was vitable on a course that attracted itive people who saw art as a s of *expressing their feelings*, Mr Wewiora.

Discussion leading to a working promise was an essential part the course for both learners and chers. The staff include a pro- sional *musician*, a music teacher, former bookshop proprietor and lisher, and a teacher who died drama in education and as rapy.

The course aims to introduce dents to relationships between ious art forms as well as deve- ing interests and talents. At the e time they provide a general cation that will enable students go on to teacher training, creative courses in colleges and uni- sities or drama, film or tele- od schools. Others might go into rnalism and song writing or per- ance

is not *an entrance require-* and no formal auditions are "We are not looking for great in the way drama schools be", said Mr Wewiora. Stu- must show a practical interest of the art forms studied as as be capable of following an vel course.

Because the course is unique we applicants from all over the try and can afford to pick and ose". There was considerable rest from mature students; two en over 50 are now on the working with students the age as their children.

This year there are *only nine* stu- s on the course, largely Mr iora said, because of the dis- pointing O level results in the Matriculation Board examina-

At the end of the course students a college diploma as well as A levels. Mr Wewiora hopes Associated Examining Board develop their theatre arts A as a way of extending the ex- qualifications offered.

Bored by too much book learning

Children must be taught about feelings as well as about facts, says a Schools Council report, published this week. The arts curriculum in secondary schools needs to be reformed to allow this to happen.

The author, Mr Malcolm Ross, organizer of the £45,000 Arts and the Adolescent project at Exeter University, says in the report on the project that young people need opportunities to develop the emotional side of their lives through visual art, drama, English and music. Instead, the secondary *school curriculum was distorted in* favour of academic book learning. Even teachers in the arts were confused about what they should be doing.

"Secondary schools are relatively successful in promoting our understanding of and competence in the world of objects—indeed the bulk of the curriculum is geared to that purpose. However, much less is known about the way we order subjective experience—still less of the way the individual can be helped to build a coherent world of personal feelings."

The arts were of critical importance in education because they offered a means of understanding feelings. Research carried out by the project showed that many pupils were bored with academic work. More time devoted to the arts could alleviate this.

"There is mounting concern today about the motivation and attitudes of young people in schools and the favoured response seems to be the sophistication and elaboration of *pastoral and counselling* services. But such developments can only offer partial solutions."

Emotions could not be admonished or advised. They were built on experience. "Feeling yields to *feeling, not to talk about feeling*.

"Those whose feelings are unintelligible to them are as assuredly handicapped in the regulating of their lives as those others who are unable to think coherently and who *can make little sense of the world* they share with other men."

A major handicap to the arts assuming a major educational role was the lack of understanding of their function, not least by arts teachers.

Teachers felt that the arts were frivolous. There were "vague but virulent" prejudices that they were "socially disruptive and morally ambivalent". As one headteacher told the project, "You can't be obscene in science".

Arts teachers did not know what their aims should be. Some sought to lend authority to their work through the academic tradition of examinations or emphasized design education. Others tried to go "pop" to make the arts more attractive to pupils.

"Attempts to resuscitate school music or school art by transfusions from the pop scene or the brash world of the mass media were usually abortive", the report says of the schools studied by the project. "No one was impressed—least of all the pupils."

"For all practical purposes, arts education remains a matter of only peripheral concern. Neither the arts subjects nor the teachers have ever been taken seriously. Such has been *the reluctant conclusion of* every major educational report in the past 50 years and such is ours."

Arts subjects, excluding English, occupy about 10 per cent of the tuition time in secondary schools, *says the report*. This was half as much as science or languages in comprehensive and secondary modern schools, and less than a third as much in grammar schools.

"The barrenness of the secondary *school curriculum is the result of* an undeclared conspiracy between society and the schools, and the victims are the children . . . no amount of official exhortation or administrative and organizational *shuffling has had or ever could have* the slightest effect."

This week Mr Ross said the remedy lay with arts teachers. "Kids want art and drama; they want participation and the opportunity to express themselves. But arts teachers find it extremely difficult to justify why they should be allowed to do this.

"Arts teachers have to get together and substantiate their own cause, to make their own work so compelling and effective that it can't be ignored."

No amount of badgering of headmasters or administrators by the *Schools Council or the Arts and the* Adolescent project could achieve this. Neither would the project have contributed to this if it had simply produced teachers' materials.

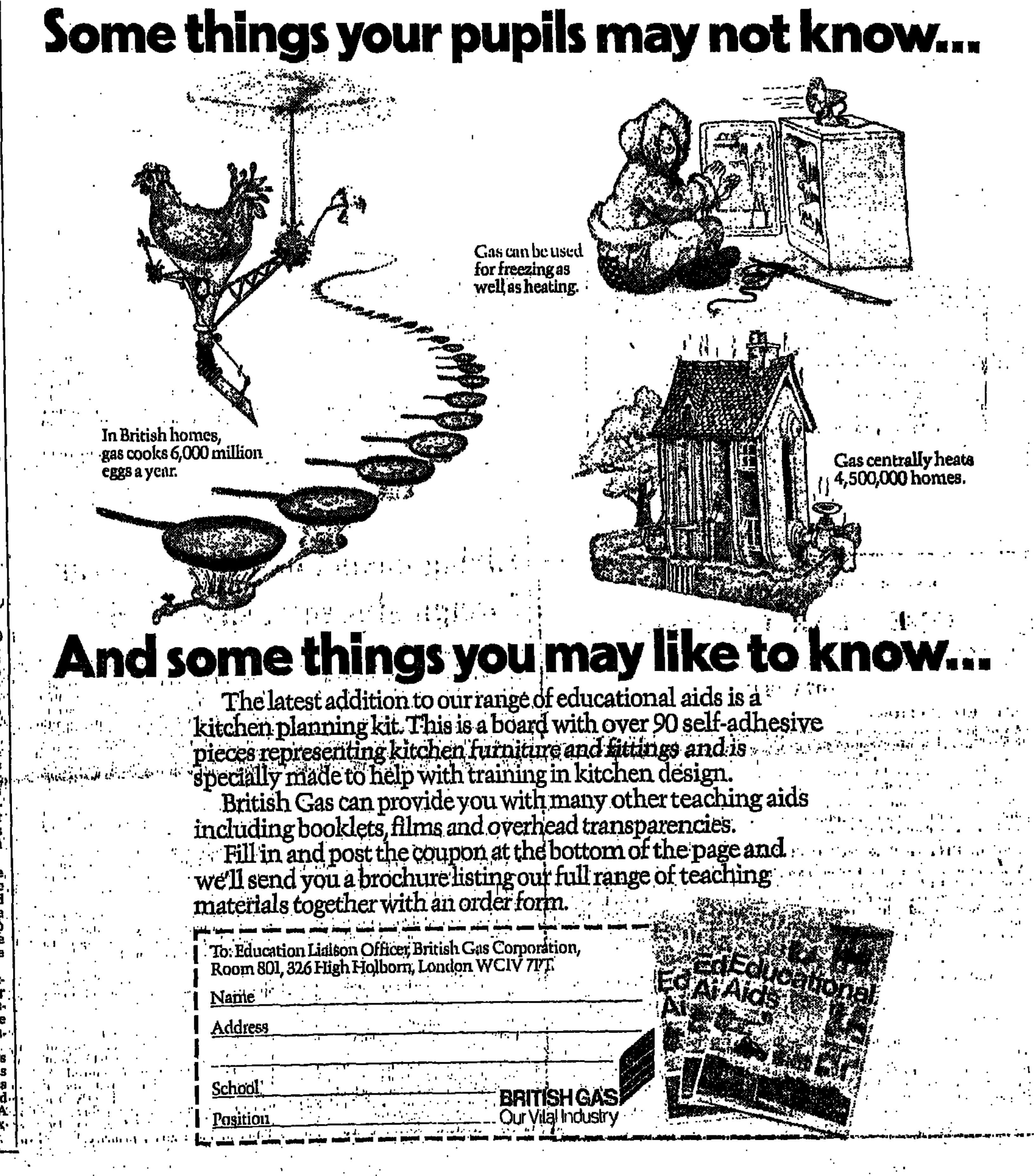
"If we had gone into the business *of producing curriculum* packages they would fail because they would be made to serve the same old discredited ends for arts teaching."

What the project had attempted to do, Mr Ross said, was to give arts teachers a framework in which to build their own curriculum. The project had produced a book, *The Intelligence of Feeling*, last year. This gave teachers a language on which to base their curriculum discussions.

Now music, art and drama teachers in schools should get together and work out their common ground in learning through the expression of intelligent feelings. Otherwise, he said, there was a danger that design education, perfectly justifiable in its own right, would usurp the creative and expressive arts.

Arts and the Adolescent. By Malcolm Ross. Schools Council Working Paper 54. Evans/Methuen Educational £1.20.

The Intelligence of Feeling. By Robert Witkin. Heinemann Educational. £3.75.



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Bac in business

by Philip Venning

Gabriel Green: genial and global approach.

International education, like esperanto, is one of those worthy ideas which xenophobic Britons find hard to take seriously. They see it as a jumble of all the worst excesses of other countries' educational systems.

But it has already made a modest start in Britain, and seems to be making progress. About 165 students now at British universities were admitted on the basis of their performances in the International Baccalaureate, the main attempt so far to produce an *internationally* acceptable curriculum.

Though most of the 165 students are foreigners who studied for the *IB abroad, the number of home-*produced candidates is on the increase.

At the moment the only properly *established IB courses in Britain* are at Atlantic College, South Wales, and at Hammersmith and West London College. But several *other colleges,* including a college of education, have shown an interest, and experimental IB courses were due to start this term in Devonshire, Lincoln and Liverpool.

The International Baccalaureate is a less specialized equivalent of A level, administered from Geneva and backed by UNESCO. A candidate takes six subjects, of which at least three must be taken at a "higher" level. It includes some unconventional elements as well—the theory of knowledge, social anthropology and psychology.

One of the most ardent supporters of the IB in Britain is Mr Alec Peterson, former head of Oxford University department of educational studies, and director of the IB here since *1966. His office is* in Hammersmith and West London College which took the idea a step further in September by building *round it a department of international education.*

The new department was the idea of Mr Gabriel Green, a genial Dr *Bronowski figure in appearance as* well as in his global approach to knowledge.

The college has always had a large *intake of foreign students and the* new department brings together several existing courses: a college diploma based on the HND in business studies and the Institute of Linguists Intermediate Diploma; and a 12-week course in English for professional studies. The department also acts as a centre for language *teaching. But its mainstay is the IB* course.

It was started by Mr Green in March, 1971. "We have had an *international connexion for years,* and the staff were interested in international education, so we were well situated to try the IB." After *a slow build up, they now have* about 90 students, 40 per cent British, the rest from all over the world.

Eventually students at any of the 30 educational institutions which teach the course should be able to transfer from one to another in mid-stream. But because of the wide range of options, it is not always easy, according to Mr Green. "We have had a number of requests to take pupils from the IB school in Beirut, because of the political troubles. But it will be difficult to fit them in."

However, the college runs a small *experiment with two American colleges.* After careful collaboration with Rockland County and Mercer Community Colleges, it takes a small number of their students for the second year of their IB course.

Mr Green is particularly keen to build up the number of British students doing the IB—either at the college or elsewhere. The first few batches have tended to be non-conformist, often highly motivated, and sometimes without the string of exam passes normally necessary for a full A level course.

"I started by asking for formal qualifications, but I am now more *flexible. Interest, enthusiasm, and* basic numeracy and literacy are much more important than paper qualifications." They now have several students with only an odd CSE or O level.

"We had three girls who were chronic truants from a North London schools. They all comple IB course." Mr Green s course as a way of offering a chance to those who missed school, and he is wondering *to supplement the fairly de* IB course with remedial c basic skills.

The IB has no upper age l *students over 25 can be e* from certain sections allowed to take it in stages he already has some ma dents, he is hoping to intr part-time IB course for the this year.

So far no one can compl his results. The drop ou lower than on other course college : last year only two return for the second year. respectable proportion go higher education.

To gain the IB diploma, a has to total at least 24 ma of 42 in six papers, and judged to be the normal entry requirement. But students have been adm British universities with marks.

"Most of the students course with some sort of education in mind, but they *know what. One of the* of the course is that they have to decide."

The future of the IB will obviously be influe CEE, N and F, and all proposed exam reforms. Up the Schools Council has reje IB as a 'future' basis for sixth-form syllabus. But Mr is not discouraged.

"If A levels go to five think many schools will about six? But teachers are vative. You have to have who is keen to get it going"

Dyslexia 'more than a spelling and reading problem'

Dyslexia should be regarded as a language handicap, said Professor Miles, professor of psychology at the University College of North Wales, at the annual conference of the Health Visitors' Association in Southport last week.

It was more than a spelling and reading problem. Early detection was most important, but it was more difficult than with many other forms of handicap. There were no outward physical signs.

Our education system was not tailored to dyslexic children, he said. They often showed a high level of ability in other areas and did not fit into groups for either slow learners or the bright.

More needed to be done in training colleges to help young teachers distinguish between the generally slow learner and the dyslexic.

Parents would have to be taken seriously when they expressed con*cern about the level of reading or* spelling ability of a child. They could help by reading to them from an early age so that the children would grow up with an awareness of the value of books. The children should be encouraged to do things they were good at so that they would not feel they were failures.

● Miss Phyllis Willmott, research officer of the Institute of Community Studies, said that rethinking on day care for the under-fives was primarily concerned with improving the quality and quantity of existing facilities. It was equally important to enable mothers to have a choice of working or being at home unfettered by economic or social restraints.

No mother should be compelled to draw social security solely on the grounds that she was prevented from working because of lack of day care for her children. Neglect could be prevented by relieving pressure on mothers.

They should also try to compensate for lack of resources, benefit the families of mothers so that they could choose whether or not to work, implement equal opportunity for women, encourage woman power *in selected occupations.*

The organization of day nurseries was too rigid, she said. Care experienced by many children was un*stable. In local authority nurseries* the system of priorities resulted in children being admitted and discharged as family circumstances changed. Children placed with minders could be affected by factors such as personality clashes between mother and minder.

Once admitted to day care a child should remain in a stable situation until he reached school age. If mothers wished to work, good, stable substitute care should be available.

● Dr Faith Spicer, director, London Youth Counselling Clinic, said that adolescents pushed against *restraining influences — school,* family and society — to make space around them. They wanted privacy and, at the same time, desperately needed help.

They might have to be permitted to do things which were generally unacceptable to society, but which would give them a greater sense of reality and an awareness that the pain of growing up was within themselves.

School leavers 'semi-literate'

Mr John Poot, chairman of National Council for the Tr of Journalists, complained t Royal Commission *on the Pre* London last week of the " failure" of the educational s to instruct schoolchildren i proper use *of English.*

A good grounding in the la was essential, he said. "A very majority of school leavers, to *the council, are virtually* literate and *semi-articulate.*"

They could not spell, punc had no understanding of gra and wrote in a laboured and tured fashion which was not difficult to read but which be frequently misunderstood.

Mr Paul Johnson, former ed of the *New Statesman* and a ber of the commission, said situation was "positively ing".

It was beyond the terms of r ence of the commission to do thing about it. That was for the cation authorities.

Jobs outlook better

Brighter prospects for jobs Surrey *school-leavers* in reported by *Mr John Tunnadine,* county careers officer. At the count, on October 9, he says leavers were out of work, cent less than September.

OPUS gets to work

Publication of a booklet *Society Works (50p)* is the fir ject undertaken by the Org for Promoting the Understand Society (OPUS). The new tion is backed by the Tr Institute of Human Relations

Confessions of a staffroom Kissinger

Bob Doe

e post of curriculum coordinator a *secondary* school may sound e a safe haven for classroom ugees, but this is not the view Mr Michael Hussey, who was pointed to such a post at Acland ghley School, in Tufnell Park, th London, last September.

The curriculum, rather than coun ling or pastoral work, must lead ttack by urban comprehensives uancy, poor motivation and bad iour. His job, he said, was to teachers to ensure that the iculum meets the needs and *ests of* inner city children.

The area where he has the greatest hopes is in the improvement of ching materials. These must be de more attractive and better roduced for the mixed ability oups they are designed for.

To this end he runs teachers' rkshops after school. These do t aim to improve teachers' gen l reprographic skills but to com e their knowledge about what is ppropriate with the expertise of e school's technicians and graphic signers.

"Mixed ability teaching requires uch more thought about what will appeal to pupils and the assimilation of material", said Mr Hussey. The quality of these materials, presentation and use of illustrations, is crucial in the curriculum's attack *on the difficulties facing inner city* secondary schools.

"Every teacher here is aware and concerned about the effects of urban environmental decay and unemployment. Every teacher realizes we cannot go on in the *same old way. We cannot rely on* the pastoral services alone to cope with pupils who lack academic motivation."

Here, too, he is supported by the headmaster, Mr Sam Fisher, who is also a member of the *National Union of Teachers execu*tive and a governor of the Schools Council.

Mr Fisher said: "Now we are beginning to get fully comprehensive education, we are realizing for the first time what pedagogy is all about — the needs of the individual."

Mr Hussey emphasized that every child must be given the opportunity for success. "The child is aware that this is an academic community and that it values cognitive achievement. If there is any hypocrisy over this a child is very soon aware of it.

"Every child must have a chance of adequate cognitive development and we must place a realistic value on his achievements. Every child must get materials that he can cope with and that have some chance for his immediate success."

And something similar applied to teachers. They, too, needed success through materials that actually work. The way to produce these was to cooperate.

Part of his job—improving staff communications, coordinating the use of resources and helping to improve learning—set him tasks of *mediation worthy of a staffroom* Kissinger. He is well aware of the need to establish his credibility among hard-pressed colleagues.

"I have to show that I am willing to take off my coat and help—not just sit in an office theorizing", said Mr Hussey, who has taught in inner London schools for 14 years. He was head of English at Kennington Comprehensive School, South London, before he joined the 1,200-pupil Acland Burghley. Now he teaches half-time only.

In practice improving communications means being at the many curriculum discussions and meetings which take place in this large school in and between subject departments. Mr Hussey has to make sure that the decisions taken here are considered when decisions affecting the currilum are taken elsewhere, such as when the timetable is drawn up.

By improving the flow of information to the timetable drafter, he hopes to make the timetable more compatible with teachers' aims. "I *have to make sure that the decisions* made by teachers and the issues raised get a real airing."

When the timetable is done, he *has to be around "to make heads* of department who say 'this is rubbish' see both the complexity and the deputy head's holidays that have gone into it".

Coordinating resources may mean avoiding duplication of equipment such as tape recorders and projec*tors and the tendency for such* equipment to lie idle in cupboards. This is a sensitive area, he said, with departments carefully guarding their essential resources, and another testing ground for his diplomacy.

Mr Hussey is aiming at positive help. For example, a department wanted to buy two television sets. This request was referred to the curriculum coordinator by the head-

Michael Hussey

master and the compromise he offered was one set as long as it was compatible with the videotape *equipment due to arrive next term.* The media resources centre Mr Hussey runs would buy the other set.

Another *example is competition* to use the hall—needed at the same time for music and drama. Mr Hussey's solution was to comb the neighbourhood and find a church hall, the hiring of which the head soon squared with the governors.

"I have to be unorthodox and show I am sincere, and not just empire building." Teachers need practical help, not pundits or papers, he said.

Trainers get the sack

rms in London and the Midlands ave been sacking their training fficers, according to latest official gures. But, ironically, vacancies for them in both areas have risen lightly.

The figures are given in the new issue of *Reward*, published by a partnership consisting of the Government-run Professional and Executive Register, the Institute of Personnel Management, the Smaller Businesses Association and Synergy Publishing Ltd.

They show that during the months of June to September, the total number of unemployed training officers and managers rose to 1,215, compared with 1,124 in the previous *four* months.

The increases occurred before the Manpower Services Commission announced emergency measures to ve *apprenticeships and other* rms of training during the slump.

The biggest rises were in London —from 81 to 133—and in the Midlands—from 160 to 194. But in the South-East and North-West, the number out of a job fell substantially. Overall the number of vacancies for training officers rose from 159 to 181.

ward *Employment Market Sur*vey no 2 1975. Published as part a salary advisory service. Details from IPM/Synergy, Central House, per Woburn Place, London C1. £32.40 to members; £37.80 others.

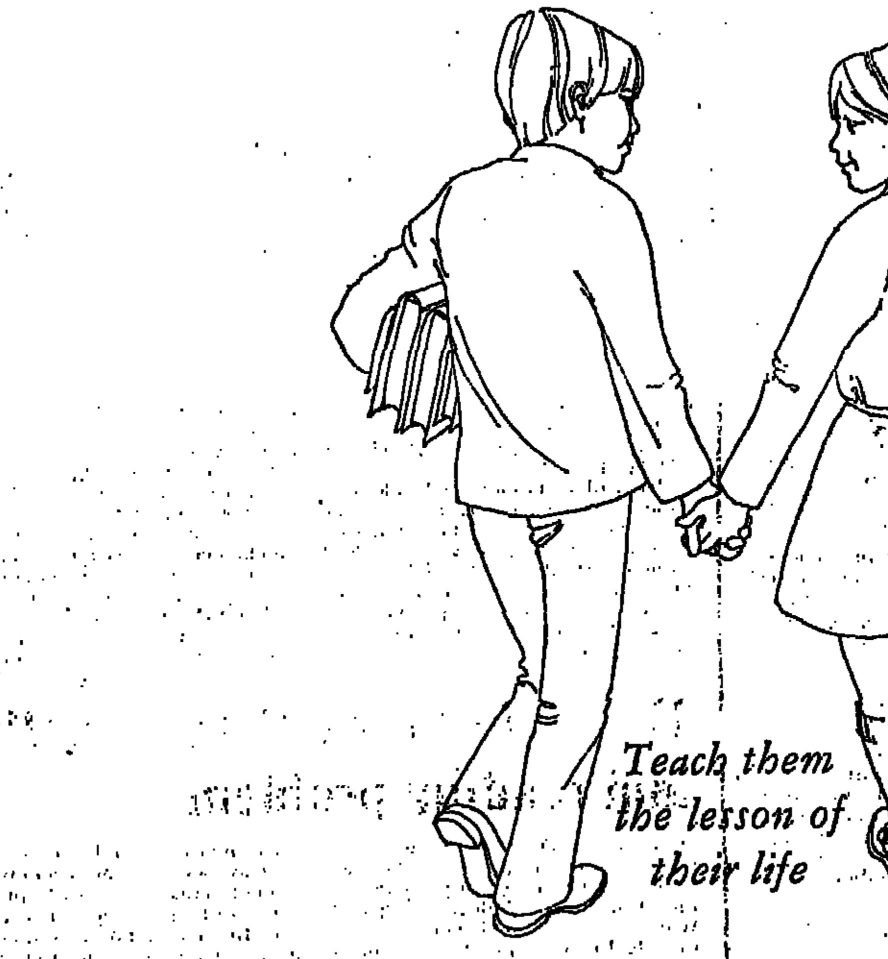
econd opinion n mentally ill

ore a child is admitted to a hos al for the mentally ill, or handi ped, his case *should be reviewed* mental health tribunal, says Mr ry Gostin, legal and welfare cer of the National Association Mental Health (MIND), in a cial report.

At present a child under 16 can admitted at the sole request of a ent and cannot leave without the sent of parent or guardian. The unal should precede admission. e a child is in hospital, "factors create inertia tend to work ainst his discharge."

He should be represented by an ocate who could explore alter ives. After admission, he should under statutory duty *to visit the* ld periodically with a view to ostering him back home if ible.

Placing a child in an institution n cause *him* significant harm. rents, faced with long-term nagement of children and king support from the social ser es, admit them to hospital be se they can find no alternative. ough condition by Larry Gostin, cial report, MIND, 22 Harley eet, London, W1N 2ED, *price*



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Super prize awaits the superman of polymers

Polymers of unusual kinds—like the hydrogen cyanide polymer—seem to be in for a boom, quite independently of their relevance to the origin of proteins. One of the biggest of *recent surprises concerns a* chemical compound first discovered in 1910 at University College, London.

Originally known as nitrogen sulphide, this is a polymeric material with equal numbers of sulphur and nitrogen atoms. Now it is recognized that this essentially organic material becomes a superconductor *within three tenths of a degree of* absolute zero. This is why nitrogen sulphide is now in the forefront of the hunt for electronic components based not on metals but on the products of synthetic organic chemistry.

The potential importance of this development is not easily overstated. If in due course its super*conductors can be synthesized by* the methods which have sustained the rapid development of the chemical industry in the past half-century, it will be possible to look forward to a whole raft of innovations. But, as always, there is some way to go.

The underlying principle is simple enough. We were all either told about it at school or now spend *out time telling others.* A *metal* is a lattice of atoms in which at least some of the electrons are not bound to individual nuclei but are, rather, free to move. And, as it happens, there are molecules with similar properties.

Benzene is perhaps the most familiar, with the result that an explanation of how the properties of ben*zene are in part determined by the* so-called *pi*-electrons is required of more or less any serious person. To be sure, if you make a compound in which the chemical valencies are *fully satisfied, as they are in benzene* or, more importantly, graphite, the result is a semi-conductor and not a metal, however footloose the electrons may be. This is what happens with materials such as boron nitride as well as graphite and *diamond. But the compound of sulphur* and nitrogen is in a different case.

The simplest form of the chemical compound appears to have two atoms each of nitrogen and sulphur. These form square planar molecules which can accumulate to form crystals with a fibrous appearance. Each molecule has two spare elec*trons which are, in principle, free* to wander about the square. Once formed, there are obvious opportunities for their rearrangement in such a way that the spare electrons on each molecule can wander about the solid structure as a whole—in *other words, nitrogen sulphide is a* metal.

All this is straightforward enough, *but why it should become a super*conductor when the temperature is low enough is more obscure. Superconductivity is a condition in which the electrons move in a fashion closely synchronized in space and time. The vibration of the crystal *lattice in which they are con*tained is a source of disturbance. While the electrons are free to move as a superconductor, their movement must also be closely correlated with that of the lattice.

It is hard to predict which materials will be superconductors when the temperature is low enough. In materials such as nitrogen sulphide, *there is the further complication* that the square molecules can form links with their neighbours in a variety of ways, with the result that the crystals are likely to fall far short of the regularity needed to make a superconductor. But these are early days. The prospect of a synthetic superconducting material is real enough. And just *think of what the prize would be* for the one who first manages to make a superconductor that looks like nylon, and which can be manufactured in the same way.

Lab-made life still a long stride away

In the picture which has been built up in the past 20 years of how life may have begun, it is usually supposed that one of the crucial steps is the formation of amino-acids, the structural units of which protein molecules are made, from the con*stituents of the primitive atmos*phere of the earth.

The current wave of speculation about the origins of life began with the suggestive experiments in which the American chemist, Miller, obtained small quantities of amino-acids by electrical discharges in mixtures of methane and ammonia, the gases of the primeval atmos*phere. The next step, on this* scenario, is that the amino-acids would be washed out of the atmosphere into the primeval oceans, where they would polymerize to form protein molecules. The snag is that water solutions of amino-acids will yield protein molecules only in exceptional circumstances—in acid conditions, for example.

An ingenious way round this difficulty has now been suggested by a group of chemists from Pennsylvania and Illinois universities. They suggest that the formation of primeval protein molecules is not a process which requires two consecutive steps in quite different media—atmosphere and ocean—but rather a *sequence of chemical* reactions in one phase. And there are experiments to back it up.

The starting *material is hydrogen* cyanide. This is known to form double molecules (dimers) which can then polymerize into long molecules constructed from a molecular backbone in which pairs of carbon atoms alternate with single nitrogen *atoms. This is identical with that of* naturally occurring protein molecules, all of which are built up from alpha-amino-acids. These organic molecules have a nitrogen atom attached to the second carbon atom from the acidic end. So polymerized hydrogen cyanide is a step in the right direction. But real proteins are, of course, much more complicated, with *other organic molecular* groupings attached to half the ca bon atoms in the chain. Where d these come from?

The new answer is that hydr cyanide can accomplish alm *everything.* Molecules are su posed to tag on to polym chains at various places, a the carbon atoms which fo the growing points for the gr chains grow out from these. E eventually the process is brough a halt by *hydrolysis* with water.

If all this were simply theoreti speculation, nobody would b *excited.* The interest of polym ized hydrogen cyanide in the genes of biochemicals has been known f the best part of 10 years. Wh is new is that it has been poss to start with hydrogen cyanide pol mer and hydrogen cyanide ga under pressure, and to finish u with protein-like materials conta ing small quantities of amino-a such as aspartic acid and vali not to mention glycine, the simples of all.

Quite what all this means nobod can be sure. *Plainly,* it is tempt to think that the first protein mole cules were made by polymerisatio in the *primitive atmosphere* of the earth and then hydrolysed in the sea. The trouble is that the labora tory experiments now described appear to be exceedingly ineffi cient. No doubt in the primeva atmosphere of the earth the would have been catalysis of kin still unidentified to help the pr cess along.

It is a long step from making pr teins to making *all the other* mat rials needed to sustain life—p molecules in particular. Th chances are *that* there is still a lot more to be found out ab the way in which life began. An nobody *should* be surprised if, i the end, it turns out *to be* imp sible to replicate the origin of l in the laboratory.

Science diary

by

John Maddox

Eric Varley: no lame ducks.

Question for Mr Varley

In this week of yet another stra for the regeneration of Britis dustry, it is sobering that mo the research on electrical con tion in organic materials has be carried out in the United St This is in spite of the strong tr tion in the United Kingdom of r *vant research.*

Mr Eric Varley is right en to argue, as he has done this we that the Government's role in ind try should be to support succe not lame ducks but industries a chance of growing. But sh *not Mr Varley then* be concer not just with backing succe industries but with the rese from which new industries ma due course emerge?

In brief

Going independent

St Bede's College, Alexandra Park, Manchester, a 100-year-old Roman *Catholic* grammar school, is to become independent when the Government starts to phase out the direct grant system next September.

Centre for 'disruptive'

A centre *for "unconventional,* disruptive or maladjusted pupils" is to be opened at Lowestoft, Suffolk, in a former school for mentally subnormal children.

£30 from swing-in

Six boys of the Philip Morant Comprehensive School, Colchester, Essex, raised *more than* £30 for the British Leprosy Relief Association by a "swing-in" on three swings in a local recreation ground. Their five-hour session was completed in spite of queasy stomachs and attacks from stray dogs.

More visitors

Since January more than two million people have visited the Natural History Museum in South Kensington. This compares with 1,700,000 for the whole of last year.

Bannister's track goes

The cinder track at Iffley Road, Oxford, where Sir Roger Bannister broke the four-minute mile barrier on May 6, 1954, is to be dug up before the end of this month. Oxford University are to replace it with an all-weather synthetic track known as Chevron's 440. The installation will include field event areas. The *new track is a gift from the Rhodes* trustees.

Trading post

Schoolchildren and students up to the age of 16 are being invited to send goods of their own manufacture to the Burlington Arcade, Piccadilly, London W1V 9AE, for sale at a "Junior Trading Post" *from January* 13 to January 20. The "*Trading Post*" is to encourage young people to be export minded as citizens of a great export nation.

Best designed school

An annual award sponsored by *Education*, the journal of the Association of Education Committees, is to be given for the best designed school building in the United Kingdom. The award will be open to all local authorities and to schools in the independent sector.

More take to hostels

Membership of the Youth Hostels Association *has gone up this year* to a record 274,992, an increase of more than 30,000. The biggest percentage increase has been in family membership.

People

Appointments

Professor R. A. Becher, professor of education, Sussex Unviersity, Mrs Gwen Dunn, head of Whatfield School, near Ipswich, and Mr S. W. Smethurst, director of the City of Birmingham Polytechnic, have been appointed to the Independent Broadcasting Authority's Educational Advisory Council.

Schools

Mrs Jane Herbert, deputy head of Brunswick Park Infants' School, Camberwell, South London, to be head.

Universities

Dr Raymond V. Thompson, director of the Marine Industries Centre, Newcastle, to the chair of marine engineering, Newcastle University. Mr Gwynedd O'Pierce to the chair of history and headship of the department, University of Wales.

COURSES

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SCHOOL OF EDUCATION

Language in Education

Applications are invited from non-graduate and graduate teachers with not less than three years' *qualified experience for the one-year* full-time advanced Diploma in Education (Language in Education) course for teachers of English and others concerned with language and learning in school at all ages and the role of language throughout the curriculum.

LEA teachers are eligible for secondment on full salary.
Other teachers may be eligible for grants from Local Authorities.

Full details are available from the
University of Exeter School of Education
Gandy Street, Exeter EX4 3LZ

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Applications for the course beginning in October, 1976, should be submitted as soon as possible.

Booklet and application forms are available from The Secretary, Further Professional Courses, School of Education, 21 University Road, Leicester LE1 7RF. Tel: Leicester 24211 (STD Code 0533).

Middlesex Polytechnic

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UNIVERSITY OF
BIRMINGHAM

BPHIL (EDUCATION) in TEACHING ENGLISH as a FOREIGN LANGUAGE

New one-year full-time course for experienced teachers with or without a *first degree. Details* from W. Curr (Ref. 76C), School of Education.

FOR YOUR FURTHER EDUCATION IN 1976

For teachers who wish to obtain further qualifications, the newly formed Chelmer Institute of Higher Education is an exciting development, which presents many opportunities for further study. The newly formed Institute will be an amalgamation of the Brentwood College of Education and Mid-Essex Technical College, and their combined resources will offer greater scope for part-time and full-time study in degrees, diplomas and other courses.

Here are some of the opportunities available in the Brentwood College:

University of London Awards starting September, 1976

B.Ed. (Honours)	1 Year Full-time or 2 Years Part-time
Diploma in Art Education	1 Year Full-time
Diploma in Education Gifted Children	1 Year Full-time
Diploma in Education Environmental Studies	1 Year Full-time
Diploma in Education	2 Years Part-time

One-term Courses starting January, 1976 and 1977

Creative Music Making in the Primary School	1 Term Full-time
The Development of Reading	1 Term Full-time
Primary Mathematics	1 Term Full-time

All full-time courses are DES approved and serving teachers are eligible for secondment.

If you are interested in any of these courses and would like to receive application forms and further information about the new Chelmer Institute of Higher Education please contact the Academic Registrar, Brentwood College of Education, Sawyers Hall Lane, Brentwood, Essex CM15 9BT. Tel. Brentwood (0277) 216971.

Chelmer Institute of Higher Education
BRENTWOOD COLLEGE

TOTLEY-THORNBRIDGE COLLEGE OF EDUCATION, SHEFFIELD

DIPLOMA COURSES FOR TEACHERS 1976-7

Applications are invited for the following one-year full-time Diploma courses commencing in September, 1976. The Diplomas are awarded by the *University of Sheffield and are approved by the Department of* Education and Science. Qualified teachers *with a minimum of three* years' experience are eligible for these courses, and for secondment subject to Local Education Authority approval.

DIPLOMA IN ENVIRONMENTAL STUDIES

The main components in this interdisciplinary course are geography, history and the natural sciences. The course caters for primary, middle and secondary school teachers; and considers the *techniques* for studying an environment, relevant knowledge, environmental problems, and curriculum development.

DIPLOMA IN THE TEACHING OF READING

On completion of the course, students will have knowledge of the reading process and the techniques associated with its acquisition, extending from pre-reading activities to adult study skills.

DIPLOMA IN SCHOOL ORGANISATION AND MANAGEMENT

This is designed to give a realistic preparation in school management and curriculum development in all types of schools. Course projects include an organisational study of a school, curriculum evaluation, and a study of planned change in a school.

DIPLOMA IN THE TEACHING OF SOCIAL STUDIES

This is an *interdisciplinary course with a strong professional bias* based on selected themes concerned with contemporary society. It is designed for the teachers of history, geography and social studies in all types of schools

For full information and application forms, please write to The Principal, Totley-Thornbridge College of Education, Totley, Sheffield S17 4AB.

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4. One-Year In-Service Courses for Serving Teachers wishing to specialise either as: (a) Teachers of Handicapped Children, or (b) in Health Education and School Counselling.
(A Three-Year Part-time course is available as alternative to 4(a).)

C.N.A.A. is being asked to validate awards for all these courses.

Applications to: Admissions Section (E.D.), City of Birmingham Polytechnic, Corporation Street, Birmingham B4 7DX. Telephone enquiries: Westbourne Road, Edgbaston, 021-454 5106.

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Italy

Pre-school data come under attack

from Dalbert Hallenstein

MILAN

The validity of Italian pre-school statistics, cited by Education Ministry sources at a recent Council of Europe meeting in Oslo (*TES* October 3), has been angrily challenged by members of the Republican Party Schools Commission.

The Republicans (who are part of the present governing coalition) have attacked the claim that 58 per cent of all three to six-year-olds are provided for in the system of nursery schools created by an Act passed in 1968.

While it was true, said Dr Luisa Calogero, member of the commission, that 58.2 per cent of Italian children between the ages of three and six did attend pre-schools during 1973/74, only 13.7 per cent of them actually found places in State nursery schools. The remaining 44.5 per cent attended fee-paying private, Church or municipal institutions.

It had to be stressed, she said, that in 1968 at the beginning of the State pre-school development programme 1,466,000 three- to six-year-olds were already attending private or municipal nursery schools (46.5 per cent of the pre-school population). Five years later the number of children attending nursery schools had only increased to 1,625,905 (58.29 of population).

The additional Ministerial claim made in Oslo that 40 per cent of Italian children under the age of three have places in kindergartens was branded by Dr Alessandro Galli, director of the Milan City Statistics Department, as "completely absurd".

In Milan, which has one of the highest concentrations of working mothers in Italy, only 3,300 children out of a total of 65,000 have been able to find places in the city's kindergartens.

In fact, only one free municipal kindergarten exists, the others are run by Omni, a State-financed authority which charges fees, or by private groups, and in a very limited number of cases by large firms which receive some State support.

Russia builds up language links with Africa

by Kenneth Shaw

Russian language and culture is now being studied in schools or Soviet culture centres set up in most African countries by Soviet embassies, according to the education journal *Narodnoe Obrazovanie*. Russian studies are also being conducted in some higher educational institutes in Africa.

In the Congo, for example, Russian is being studied by 300 people who attend the Soviet cultural centre. In Algeria more than 1,000 students attend Russian language groups in several large towns, and more than 200 attend the Soviet culture centre.

Many of the former students of the centre are continuing their studies in Moscow, according to the journal, which mentions Rabat, Somalia and the Sudan as other states in which Russian is becoming increasingly popular.

Khartum and Cairo universities have Russian study centres. In Algeria, the Institute of Slavonic Studies over a decade has raised its Russian students' strength from 40 in 1963 to 2,000 in 1973. In Uganda the university is running a Russian course taking up 10 hours a week.

In Somalia 58 Soviet teachers are conducting Russian lessons in 14 secondary schools of eight towns following invitations by the Government to Moscow. In the Congo there are more than 100 Soviet teachers working in high schools and secondary schools. Senegal is another State where Russian is being learnt following trade-cultural discussions between the two countries.

West Germany

Threat to impose limits on sixth-form numbers

by David Dungworth

West German children are staying at school longer, partly because of a growing awareness of the importance of educational qualifications for their future career prospects and partly because of the increasing difficulty they are experiencing in getting university places and apprenticeships.

In Hamburg, West Germany's second largest city, with a population of 1,740,000, so many pupils are staying on that action is being taken which may result in the introduction of a *numerus clausus* in the sixth forms of grammar schools similar to that now operating in 26 university departments throughout the Federal Republic.

Hamburg's senator for schools, Herr Günter Apel, recently revealed that he intends to insert into the new school law, due to be presented to the city Parliament next year, a clause which would make it possible to limit the number of pupils aged 16 and above admitted to the *Sekundarstufe II*, the upper forms of secondary schools.

The decision to apply the regulation in the school year 1976 to 1977 will depend on the numbers of primary school children seeking entry to grammar schools next summer. If it does come into force, admission to the sixth form will be based on a pupil's average grades in compulsory subjects and, as in the case of university applicants, may well be decided by as little as 0.1 of a mark.

The measure will also inevitably reduce the outlets open to children from *Realschulen* (intermediate schools). Pressure on places at specialist vocational training colleges is already restricting the intake of intermediate school leavers for further education.

To some extent this overcrowding has been caused by the failure of training opportunities to keep pace with the expansion in intermediate school-leavers' numbers, which rose from 87,000 in 1965 to 182,000 in 1974.

In addition, unsuccessful university applicants from the grammar schools are taking up training places in banking, insurance, administration and technical professions, forcing intermediate school pupils to prolong their study.

The financial difficulties facing both the Federal and *Länder* governments have effectively ruled out the implementation of the proposals of the *Bildungsgesamtplan*, the comprehensive plan for educational development up to 1985, and in particular the aim of granting vocational training the status enjoyed by general education.

Although Hamburg is the first of the Federal states to take steps to introduce a *numerus clausus* at secondary level, the underlying problem is a national one and other *Länder* may be compelled to follow suit.

Children born in the high birth rate years of the middle 60s are entering the lower forms of secondary schools. It will be a further decade before they all complete their schooling and any real relief is felt in the upper classes of grammar schools.

Australia

Government's 'can't pay' pose as constitution crisis goes on

from John Kirkaldy

SYDNEY

As Australia's constitutional crisis deepens and no solution seems in sight, fears are mounting that education spending is certain to be affected. In an unprecedented move, the Labour Government's Budget has already been referred back three times in the Senate, where the Opposition Liberal-Country parties have a majority.

Included in the Budget proposals is a figure of A$1,908m (£1,129m) which the Government wants to spend on education in the next year. Mr Kim Beazley, Minister of Education, has expressed concern that certain categories of education will soon be under great strain unless the Senate relents and releases money.

The Opposition is insisting that the Government should order a double dissolution of the Senate and the House of Representatives and that there should be a general election. As soon as this is ordered, the Opposition will pass the Budget so that the country can function till the election. The Opposition has accused the Government of bad handling of the economy and of impropriety over the recent raising of loans from Arab countries. Two Cabinet Ministers have been sacked.

Mr Gough Whitlam, the Prime Minister, has repeatedly said that he has no intention of calling a double dissolution and the Government denies that under the constitution the Senate has any right to block the supply of funds to enable the country to pay its bills.

Mr Macolm Fraser, the leader of the Opposition, remains firm in his insistence on an election. So far Sir John Kerr, the Governor-General, has not been able to find a way out of the impasse.

Under the system of Australian educational finance, the central Government in Canberra is directly responsible for school education in only Canberra and the Northern Territories. It also makes considerable grants to the other States for such projects as migrant education, private schools, aboriginal education and special development schemes.

Mr Beazley has announced that the Government has enough money for the general administration of schools under its control until November 13, but there will be enough cash for certain necessities, such as fuel, light and power, until December 31.

Mr Kim Beazley: concern

Teachers' salaries could theoretically be threatened, but it is expected that if the eventuality should occur, the Government would borrow funds to cover the payroll —although this would no doubt cause fresh controversy.

First signs of a tightening of education finance came this week day, when college of education, Aborigine, postgraduate, university students and adult secondary school students received only one-month, instead of the customary two-month, allowances before the start of the summer holidays.

If the Budget continues to be rejected, the sector most immediately affected will be the universities, most of which have funds to last them only to the end of November. There is, therefore, a very real possibility that salaries, projects and general running expenses will dry up completely.

One vice-chancellor put it bluntly: "After this month the bucket is empty."

About the only academics who are revelling in the situation are constitutional historians and who are getting large coverage in the mass media over their very conflicting views of the

COURSES

CAMBRIDGE INSTITUTE OF EDUCATION

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IN
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Experimental educational psychology (double main course)
Psychology in relation to education. Curriculum studies
Philosophy of education. Sociology of education
History of education. Teacher education
Literacy. Mathematical studies
Child development and learning (3-13)
Organisation and practice (3-13)
Contemporary thought and practice in the secondary school
Education of children with learning difficulties
(either in ordinary schools or in special schools)
Comparative education
Educational measurement and statistical methods in research

Further particulars and application forms may be obtained from the Secretary (Ref. T), Cambridge Institute of Education, Shaftesbury Road, Cambridge, CB2 2BX, to whom applications should be sent as soon as possible.

WALL HALL COLLEGE OF EDUCATION
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Applications are invited for the following courses :—

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The course will appeal particularly to teachers of children below the age of seven who wish to bring themselves up to date with new curriculum ideas and developments. It is suited also to teachers who may contemplate moving into work with younger children from other areas of Education, and to teachers wishing to proceed to Headships or Advisory posts.

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All courses are under the auspices of the Cambridge Institute of Education and are recognized by the D.E.S. for secondment.
Application should be made as soon as possible to the Principal, Wall Hall College, Aldenham, Watford, who can provide further information.

Faculty of Arts
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Teachers will be encouraged to:
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Further information and application forms from: The Arts Faculty Registrar, Ref AH191, North East London Polytechnic, Longbridge Road, Dagenham, Essex RM8 2AS. Tel: 01-599 5141.
NELP North East London Polytechnic

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Practising teachers of French would be helped to improve their command of the language and to apply modern resources and recent ideas to present-day problems.
A Certificate of Studies will be awarded by Oxford University Department of Educational Studies to those successfully completing the course.
Those wishing to apply should seek secondment before 1st January, 1976.
Further particulars and application form may be obtained from: The Registrar, Culham College, ABINGDON, Oxfordshire OX14 3BP.

Sweden

Sex role report marks womens's year

from Mike Duckenfield

STOCKHOLM

Careers guidance to awaken pupils to job possibilities in occupations traditionally dominated by the opposite sex should be made compulsory in the final years of comprehensive school, according to the authors of a recent National School Board report.

The 250-page report, titled *Ett Friare Val* ("A Freer Choice"), makes several proposals aimed at breaking down conventional school and parental attitudes towards sex roles, and was published in book form to coincide with United Nations week during International Women's Year.

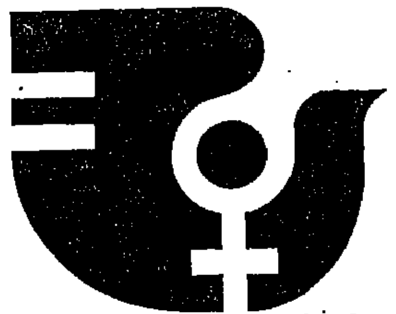
The authors say that all pupils should gain some experience of work usually done by the opposite sex during the *Pryo* programme in the eighth and ninth years of comprehensive school. This programme includes study visits to work places and a two-week period spent in a job.

They also suggest that the overall career guidance programme (*Syo*), which begins in the seventh year with instruction for 14-year-olds, should be expanded and younger pupils be made aware of the effect of traditional sex roles at work and in society at large.

In addition, the book discusses whether economics and technology, on the one hand, and home and child care, on the other, should also be made compulsory for all over-13s, and the existing segregated physical education classes be ended.

The project leader, Margareta Vestin, says the aim of a new curriculum geared to equality between the sexes should not be to try to turn boys into girls and vice versa, as some critics have commented, but to emphasize the values of self-awareness, friendliness, tenderness, togetherness and the sharing of decision-making as well as technical ability.

To make sure that school books and other teaching materials meet these new criteria a documentation centre should be set up to act as an equality watchdog, seeing that publishers separate fact from opinion about the sexes and feature modern sex roles as well as traditional ones.


The International Women's Year logo.

Lastly there should be further education for all school employees and those parents who wish it so that they can get together to debate equality questions. A start on this has already been made by Stockholm school board, who have organized an autumn course for teachers.

Recently, as part of the United Nations celebrations, several schools and Labour Market Training Board centres set aside periods, or even a day, for class discussions on the subject and the Cabinet Office's Delegation on Equality beween the Sexes issued a pamphlet of suggested reading including works by Virginia Woolf, Simone de Beauvoir and Frederick Engels.

The school board is expected to announce its position on the report after this autumn's debate.

South Africa

Unions get Ministry 'crisis' talks

from Louis Hotz

JOHANNESBURG

South African teachers have won a preliminary round in their current campaign for more effective Government action on a national scale in the country's "crisis of education". Senator Johan van der Spuy, Minister of National Education, has invited the chairmen of the 10 recognized teachers' associations to meet him for a discussion on the problems of the teaching profession.

The invitation follows concerted representations by the two major teachers' organizations in the Transvaal—the separate Afrikaans and English language associations—calling for the early appointment of a commission of inquiry into the shortage of qualified teachers, especially of male teachers, salary structure, the recruitment and training of teachers, the status of the profession and the educational system generally.

Senator van der Spuy rejected suggestions by teachers and in the Press that he and his department had been indifferent to the problems of the profession and to the state of education. Constant attention was given to these by himself and his officials, he emphasized. One of the difficulties in South African education is that while there is a national Ministry, school education is the responsibility of the various provincial administrations.

Referring to requests by the teachers' associations for the appointment of a Teachers' Council charged, among other things, with the maintenance of the status of the profession on lines similar to those of professions like medicine and law, the Minister recalled previous assurances that this would be done.

The drafting of legislations for the purpose, he said, was in an "advanced stage". The teachers' view apparently is that what they want is action and not assurances.

United States

'Overpraise' blamed for poor results

from Thomas Cahill

NEW YORK

High school students from minority groups perform much worse than other students not because they have poor self-images that are reinforced by the larger society and especially by their teachers, but because they are inordinately praised by their teachers for inferior work and can therefore never come to a realistic assessment of their performances.

This is the conclusion of a new study that upsets widely held assumptions about the causes of poor scholastic achievement by minority groups. The study, *Racism Without Racists: Institutional Racism in Urban Schools*, was made by the Center for Research and Development in Teaching of Stanford University in California.

The study found that the lowest achievers received the highest praise from their teachers—and on a daily basis. A student whose only achievement was regular attendance was almost certain to get a "satisfactory" mark. And high school students from minority groups who could not read were never told that most jobs were closed to them if they could not understand a job application form.

The study found that behind the teachers' false praise lay a fear of potentially disruptive students, as well as ignorance of what to do with high school illiterates.

Environmental and genetic factors as possibly responsible for the difference in achievement scores between minority students and others were discounted by the study.

Among possible solutions the study recommends that schools publish their students' achievement scores by ethnic group.

Refugee correction

President Ford's Vietnam refugee aid programme is estimated at $[illegible]5m and not $815m as stated in the *TES*, October 21.

PCET

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Axe falls on foreigners

Sir,—I would like to draw attention to what is at first sight a minor and unimportant aspect of the proposed cuts in educational expenditure—the probable cutting out of foreign language assistants in some, if not all, our local education authorities.

At a time of crisis, some reduction in this, as in other ancillary services, is no doubt necessary and even desirable. We teachers may learn to make better use of them, which would be pure gain. But their possible abolition in at least one London borough is an aberration resulting from the archaic mode of communication between the interested parties—ratepayers, politicians, local government officers, teachers' unions and the teachers themselves.

In this borough a list has been drawn up of possible areas of expenditure which might be axed. The list is leaked to the National Union of Teachers whose representatives sally forth among the flock like wolves talking freely about possible teacher redundancies. In this atmosphere the list is waved at us and our attention is drawn to a line. We are assured by our union leaders that everything below this line is for the chop, while everything above it has a chance of survival.

Our jobs are still above the line, but foreign language assistants are below it. We are invited to infer that any unreasonableness on our part could make the unions' negotiations more difficult as they endeavour to protect our jobs. We are being consulted, but there must be no special pleading. So I cannot make a case for making do with one assistant.

The foreign assistants are a vital link with the continent for this country. For thousands of children they represent the only human contact with France, Spain and Germany, while for the language teacher they are an invaluable source of information about social, political and linguistic developments abroad. It is a tired argument but it needs to be repeated: foreigners sell their cars in England because they take the trouble to find out about our country and learn our language; we fail to sell ours abroad because we do not return the compliment. This country must learn to make itself agreeable to the outside world if it is to stop its deceleration vis-à-vis competitors. The proposed axing of assistants is not the way to do this.

F. S. TRENCHARD
59 Church Street,
Rickmansworth,
Hertfordshire.

"Ever since he went on that management course he's been calling modern languages his 'loss leader'."

Sir,—The plea by your correspondent, B. S. Adams (October 17) for a more realistic balance of languages in schools, though by no means new, will be echoed in the hearts of many of us who teach modern languages.

The proposition, implicit in the curricula of many schools, that French equals modern languages—costly in that many pupils who fail in French are labelled as "non-linguists"—is now being compounded in many places by the exaggeration that a study of the geography, history and institutions of France amounts to "European studies". Even General de Gaulle never went as far as that.

Unfortunately the very associations that ought to be speaking up loud and clear in support of the teaching of German, Italian, Russian and Spanish have become somewhat muted since they merged with the Modern Language Association to form the Joint Council of Language Associations.

J. A. BOLTON,
80 Lynwood Avenue,
Plymouth, Devon.

Let down by Bullock

Sir,—Peter Collister (October 24) who felt that the Bullock course he attended and the report itself offered little practical guidance as to how one should implement its recommendations is in good company. As a researcher on a Schools Council project looking at the use of reading across the curriculum I regularly meet teachers who make the same complaint. It seems clear that in their desire to avoid being prescriptive, the committee have failed to provide appropriate paradigms for action. The crucial chapter on language across the curriculum seems woefully brief, [illegible] of the whole volume.

Of course, every school is different; of course a plan of action cannot be introduced effectively by a headmaster if his staff are not genuinely willing to cooperate (nor by a head of English alone, if the head is not interested); of course any lasting change of approach must come as a result of organic development within the school itself, not by a prescription from HMSO. Nevertheless, if the committee did not wish to offer just one nostrum, they could surely have suggested a variety of strategies from which teachers could select those which seemed most appropriate. No doubt many teachers would have preferred another 10 pages of such suggestions to the 150 pages of the research survey report.

If this had been done, some no doubt would have ignored the bulk of the report and implemented proposals whose purpose was not fully understood. This, however, might have been preferable to the current state of affairs, in which teachers who have a sincere desire to implement a "language across the curriculum" policy sense that they have been let down. Having bought their Bible, the faithful have found that the authors have omitted the 10 commandments.

COLIN HARRISON,
School of Education,
Nottingham University.

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NAS throw light into a murky corner

Sir,—In view of the mystification professed in your editorial comment (October 24) I should be grateful to be allowed to explain the motive of the NAS in undertaking a survey into violence and disruption in schools.

For some years now the NAS position has remained constant as we have sought to persuade all people interested in the welfare of our schools that a serious problem was posed by the violent and disruptive behaviour of some pupils. Until recently it was fashionable to denounce the NAS for its persistence in this matter and some commentators have even suggested that the NAS was only engaged in a discreditable propaganda exercise for the purpose of recruiting members.

Such comment might have been tolerable had it come from those who are well-meaning, but ignorant, bystanders. Unfortunately there were some teachers who joined in the campaign of vilification and it would be unhelpful of me to speculate on their motivation.

It is a source of gratification to me and my NAS colleagues that, whatever your perspective as TES editor might lead you to think, enough light has been shed in this murky area of education for there to be a considerable body of opinion which now accepts that the NAS was right to be concerned about disruption and violence in our schools. After all, there is little hope of moving towards the solution of problems if too many people are busy declaring that no problem exists.

The motive behind the NAS survey into violence and disruption in schools was to produce evidence which would help all interested persons to see more clearly into a murky corner of school life. It might be possible to argue that we in the NAS are over-sensitive souls. It could be said, indeed it is said by various people who should know better, that we should not be so preoccupied with the offensive and unruly behaviour of pupils who have no intention of trying to profit from their own educational opportunity and who are determined to see that their unfortunate contemporaries derive the least possible benefit from their school days.

In the NAS we think our preoccupation is not only justifiable but demanded of us by the nature of the job we are paid to do. The answer to wider social problems does not lie in the hands of teachers. We are employed to teach pupils who, for sound economic reasons, are sented to us in groups.

This kind of educational orga tion requires that the pupils in groups shall accept the control direction of their teachers. many pupils have been reje this basic position and the sional efforts of teachers have by been rendered pointless.

It is the ambition of the to ensure that all teachers, particularly those who are members, shall be able to To realise this ambition dem that we expose the serious ind line which has developed in schools.

Your journal should be ab help by urging that everyone cerned with the conduct of does everything which is hum possible to make certain that of all ages understand and the disciplinary standards which essential to the successful oper of schools. References to Dr Mi Rutter's work are not enough, does such a policy show the of urgency which the present tion warrants.

FRED SMITHIES,
Chairman,
NAS Education Committee.

Where Mr Naylor's case drops short

Sir,—Fred Naylor in "A Tale of Two Schools" (October 24) sought to establish a case for believing that a comprehensive system of education leads to a lowering of academic standards. As head of one of the schools whose results he chose to use as the basis of his argument, I would like to point out that:

The figures which Mr Naylor used were extracted from a report which compared the examination results of pupils within the same school who had been taught under streamed and unstreamed forms of organization and included only those pupils who had entered the school at the age of eleven years.

The results of more than 30 pupils who subsequently entered the school over the next five years and who were not in the original intake were not included.

The results he quoted were those relating to the period when four-fifths of the school was still streamed or banded and did not reflect the full effects of a transition to non-streaming which subsequently became apparent in the examination results.

More important, however, is the fact that Mr Naylor made the old mistake of not comparing like with like and inferred that he was justified in so doing on the grounds that both schools contained pupils whose VRQ's at 11 were comparable, as if the VRQ seen apart from socio/economic background and cultural factors was of significance.

What Mr Naylor ought to realize is that pupil performance in Bath, Bournemouth and Cheltenham must not be compared with pupil performance in Liverpool, London and Coventry, even if the pupils have the same VRQ at 11.

The City of Bath Technical School was, in 1968, a well established pre-war school, with a sound academic tradition, taking in pupils whose VRQ's fell only in the range 100 upwards, from a social and cultural background conducive to a high pupil performance. This was reflected in the results which showed that all pupils stayed for the full five years and achieved an average pass rate of 6.2 subjects in 1968 and 5.3 in the earlier years. In 1968, the percentage of pupils completing five years nationally was only 44.1 per cent while the percentage gaining five passes or more at O level nationally was only 20.4 per cent.

The CBTS in which all its pupils stayed for five years and then gained an average of five or six passes each can hardly be called either typical or representative of a tripartite system. It is essentially selective in nature. Little wonder that The Woodlands School could not compete with that kind of situation in 1968 when it was still only partially unstreamed.

The Woodlands School, by comparison, was a large postwar creation with no academic tradition, taking in 300 pupils annually from an urban catchment area that was entirely working class in nature and of a quite different socio/economic background to that of the pupils in Bath. The school was creamed of 10 per cent of its intake because of the existence of two direct grant schools and half its pupils had VRQs between 70 and 100.

Nevertheless, in 1970, which is the year Mr Naylor chose for comparison, the school retained 64.4 per cent of its 1965 intake for the full five years, when the national figure was only 50.4 per cent. Also 50 per cent of the original intake gained some success at O level when the national figure was only 39.2 per cent. Furthermore, all the pupils who entered the fifth form sat for GCE and/or CSE subjects, a fact which Mr Naylor did not mention, leading to an average achievement a pupil of 3.0 passes at O level in addition to 3.9 passes a pupil in the CSE.

Two years later, when the full effects of non-streaming were being seen to greater effect, 75 per of the intake stayed for the five years and secured be them an average of 3.4 passe O level together with 4.8 in the CSE.

I submit that a creamed, com hensive school that can ensure kind of results is certainly much better on behalf of its than when they were in se schools in Coventry under a t tite system. That is a much test than by comparing their pupils in Bath.

One ought, in any event careful when comparing nu passes gained in different as did Mr Naylor, for pupils are prepared for eight or nine jects are obviously going to more passes between them those who are prepared by school for only five or six su or where they are entered for one or two subjects.

I will, however, end by supp Mr Naylor in one respect. fairly certain that an inquiry academic performance would the advantage of the smaller over the large school in se good examination results. quently think of what The Wo lands' results might be if we a three or four form entry com hensive school instead of ten f

I am in favour of comprehe education but so long as the scho remain large, standards of all kin including academic standards, be seriously threatened. The why the top educational objec at Woodlands are concerned discipline, behaviour, attitudes, tionships, personal standards and maintaining morale and not examination performance.

D. THOMPSON,
Headmaster,
The Woodlands School,
Broad Lane,
Coventry.

Unfunny

Sir,—I may be misjudging Tom Howarth's sense of humour or satirical bent but his article on Chris Searle (October 24) strikes me as both snidely unfunny and disgracefully unprofessional. I don't know Mr Searle personally, but the published work that children in his charge have produced bears witness to his ability to draw from them a measure of sensitivity and expressiveness that is a credit to them and their teacher.

"Joe Smith" may be a good bloke (he certainly has a remarkably retentive memory for quotations) in Mr Howarth's estimation. He is undoubtedly a useful ventriloquist's dummy, through which his master can direct his patronizing judgments at a teacher who, whatever his ideological stance, clearly cares for and can inspire his pupils—a worthwhile testimonial for anyone.

JOHN MARSHALL,
Ashburton, Devon.

Smoke-free livi

Sir,—While applauding the letter by Mr Green (October 17) and sharing his evident eagerness to impart the gospel of smoke-free living, I nevertheless feel that his assertion that there is "only one way to cure the smoking habit" is over-simplifying what is surely as much a social as a medical issue. "Persuasion" is not likely to be, and indeed hardly deserves to be, effective if it is not the natural outcome of whole-hearted conviction. Have teachers got this as regards the prevention of smoking? My own experience suggests that in the main they have not.

What matters here is how they behave out of hours rather than what customs they keep to when in the sight of their charges.

A few terms ago, at the school where I am teaching (where, rightly or wrongly, the rules forbid smoking among pupils), the question of smoking in the commonroom was raised at a staff meeting by what Mr Green calls "a small minority". After some discussion, a clear majority approved a motion asking members of the staff to refrain from smoking at the weekly staff meeting. The response of the hardened core of cigarette addicts was to cease smoking for about these meetings. Then their old habits were shamelessly resumed.

Unless and until we are willing to practise what we preach we are not likely to impress any pupils. I suggest, therefore, that teachers to be encouraged to take the issue more seriously than many prepared to do. The nation's cannot be formed in the class if it is not previously exp in the common-room.

C. VILLENEUVE,
Haileybury, Hertford.

The academic apartheid of the CEE . . .

Sir,—I found it surprising that in one of the contributions in your paper last week on the Certificate of Extended Education was any mention made of what must surely be considered the most significant and sinister part of the recent utterings from the Schools Council's Joint Examination Sub-Committee.

With a sense of timing that it is more than charitable to describe as merely unfortunate, namely a few days only before the presentation of its report, and, in other words, too late for a proper response to be registered, JESC announced its decision to recommend, that, at a stroke, the top grade of CEE pass should be axed. Indeed, so last minute was this announcement, that even now it seems to have gone almost unnoticed.

To anyone who has followed the progress of this examination, the consequences of such a recommendation, if implemented, are clear. It is not just a simple case of slightly reducing the scope of CEE courses and keeping high-fliers out, but of prizing open a gap in the sixth form curriculum and encouraging a sort of apartheid in which the non-academic CEE and the academic A level go their separate ways. It would certainly make it that much more difficult to establish a coherent curriculum where CEE could stretch the less able and yet give a challenging and wide general education to the more able.

If it is hard to be less than cynical about the timing of this recommendation, it is even harder to believe that JESC expects reasonable people to take seriously the specious argument presented for it. The case rests on the claim that too little use has been made of the Grade 1 pass to warrant retaining it.

But what could be less surprising? Considering that the Schools Council has so assiduously deferred and delayed its final solution of the CEE question, and that, therefore, there has been nothing higher than a CSE Grade 1 at the third grade of CEE pass, that can claim to have official recognition, it must rather be considered surprising, and presumably irritating to JESC, that even a small number of candidates has been awarded Grade 1 CEE passes.

Of course, the real reason for attempting to remove the higher limit of this examination is, that, having been frustrated in its earlier efforts to limit entry to CEE courses to the Grade 2-4 background, even having been forced to give way a little on this and admit those who achieved "somewhat better results", JESC is now tackling the problem from the other end. When you fail to get in by the front door, it is only a matter of time before you force an entry by the back.

And so, with complete disregard for the views of the CSE boards and the schools operating CEE, the recommendation to lop off the top grade of pass goes forward. No doubt, some time in the future, JESC will present us with evidence that at last they have proved that after all CEE is for the Grade 2-4 CSE student. Self-fulfilling prophecies have a way of coming true.

As for N and F on which JESC has so firmly staked the last vestiges of its credibility, let the Schools Council declare who, apart from JESC, wants it. Let it explain why, for instance, many of Schools Council's own subject committees have rejected N and F, in some cases unanimously, and wish to see in its place a sixth-form curriculum based on A level and CEE.

Let it explain, too, how it can on the one hand press the case for a unitary system of examination at 16 plus yet, on the other, seek to set up a tripartite structure in the sixth form of CEE and N and F. Such a structure would be too divisive, too fragmented and too confusing to employers. N is certainly the unnecessary one, as CEE has shown that it can operate most successfully both within and well above the CSE 2-4 background, despite the Schools Council's unambiguous stalling tactics over recognizing its upper limits.

If it helps JESC to reclaim some of its lost credibility by revamping A level and renaming it F, then no doubt little enough harm would be done, and possibly the re-think of A level courses would be valuable. But whether we call it CEE or something else or A level or F, the sixth-form curriculum should be based, at most, on a two-tier system, and every care should be taken to see that the two tiers are well integrated to allow the one-year students to have challenging and fully certificated courses, which in turn complement the two-year courses and help to provide for the two-year student a broad and well balanced education.

G. V. PHILLIPS,
Deputy head,
Driffield School,
Yorkshire.

and hurray for Harry Judge

Sir,—Hurray for Harry Judge (October 17). The views of Harry Rée and other former, selective grammar school headmasters who seem to have decided late in life that their earlier ways were totally wrong are answered most decidedly by the distinguished former head of a forward-looking comprehensive school.

I cannot see what possible benefit would result from a common exam at 16. I hope all those concerned with the maintenance of educational standards will make their voices heard. I suppose the Schools Council have to pursue their various enquiries, but I fear that they may lack the courage to recommend "no change" after all the time that has been taken.

From recent correspondence, it would appear that practising teachers hold rather different opinions from the theorists. It was a little revealing that the spirited defence of the council came from their chairman. It does not need yet another organization (PRISE) to be formed to protect the consumer, and indeed the reforms they recommend in their charter are, to my mind, so self-evident as to be insulting to those concerned with the welfare of youngsters in our charge. We have a splendid system of education—let's leave it alone.

B. E. D. COOPER,
Headmaster.
St. Bartholomew's School,
Newbury, Berkshire.

Sir,—May we through your column endorse the final remarks of Harry Judge in his article concerning the proposed new examination at 16-plus?

"O level and CSE grades should be assimilated" and we would add "simplified" for the benefit of the users of the examination—the employers.

A survey, just completed by the University of York into the usefulness of CSE grades, has shown that few employers are aware of the meaning of the various grades—apart from a Grade 1 being equivalent to an O level pass. Some employers even advertise for applicants with a "pass" at CSE, being completely unaware of the existence of a grading system.

The new GCE grades, introduced this year, where A, B, C are pass grades at O level but grades A-E inclusive are grades of pass at A level, will further aggravate the situation.

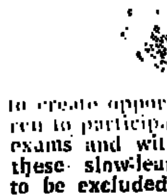
The survey also found that scant attention is paid to the opinions and needs of the users of the examination. Only one of the 14 examination boards responsible for the CSE had carried out any systematic work to ascertain the opinion of employers to the CSE.

It also became evident that employers are more concerned with assessment at the extremes of the ability range. Can the applicant read and write? CSE grades below grade 1 are of little value to school-leavers when seeking employment.

It is hoped that any future examination envisaged for scholars at 16-plus will take into consideration the requirements of the users of the examination and produce a simple system which is comprehensible to all.

RUSSELL EDWARDS,
JOHN LAZONBY,
University of York.

Keeping the options open



Sir,—Maurice Holt's examination of what are the real options must make all of us reflect carefully about our fourth and fifth year courses, while Patrick Eavis brings to the debate the earthiness of the schoolmaster dealing every day with pupils and teachers and parents he knows well.

I hope, first, that Maurice Holt recognizes the debt we owe to heads and staffs in the modern schools in the 1950s who pioneered extended courses, ultimately resulting in Beloe and the Certificate of Secondary Education. Performances of their pupils gave the lie to 11-plus selection, and must have played some part in ending the tripartite system and raising the school leaving age.

Option schemes existed with some success long before the comprehensive schools were established to any degree. However, the large increase in the number of comprehensive schools combined with the raising of the school-leaving age produces a new situation. It may well be that in schools like my own, where 80 per cent of the pupils were already staying until 16, there was a great temptation to extend the system rather than examine first principles.

Maurice Holt has thus given us a timely reminder that the proliferation of options may have been overdone, and I, for one, with my staff, shall look closely at my school's scheme. I accept that there are certain basics such as the acquisition of skills of communication and numeracy, the understanding of the world about them, manual and practical skills, aesthetic and moral values that all pupils should acquire. One might, therefore, wish to reconsider the basic area of the curriculum in relation to the option groups.

My philosophy and understanding of how to achieve the aims of the comprehensive, and, indeed, what they are, will not be the same as other colleagues. This affects how we arrange our teaching groups and timetable. I merely suggest here a few considerations to develop the debate.

First, I want to ask if it is possible to initiate all pupils into a basic nexus of knowledge and understanding by the methods outlined by Maurice Holt. I see the constraining factors as limitations of time and resources, the sheer pressure of teaching seven eighths of the day, producing material, checking and discussing work done, devising flexible syllabuses, seeing that the budding university aspirant, the middle reader and the slow learner all receive appropriate attention to develop their potential. Of course, I do not claim that any other system is better. All depends on the quality of the school.

Again, how far are we too preoccupied with how we organize our learning groups and the subject-matter as opposed to how the pupil learns and the way his mind is developed. I am still convinced that what we need most of all are better and better teachers. Maurice Holt mentions one student investigating the growth of canal systems while another studies the social effects of new forms of transport. Is this not separatist?

My slow-learning pupils are following a CSE scheme strongly rooted in local studies with a Grade 3 as the highest mark. My CSE board, as decreed by the Schools Council, are now asking me to modify some of my schemes of work to become more "academic" so that a Grade 1 can be awarded. Thus the pupil in the lower percentiles of ability and attainment will find the course more difficult or even impossible. We at Turnford, in common with other schools, have always tried to create opportunities for all children to participate to some degree in exams and with some success. Are these slow-learning children now to be excluded? So where do they fit into a common curriculum? How far is this because a common examination at 16 can only encompass the top 60 percentile?

Ominously, some common 16-plus schemes are appearing which are obviously dominated by GCE considerations. In some schemes the less able candidate answers the questions on the paper until they become too difficult, and there is no course work. What kind of learning does a paper like that produce? It is a negation of what Beloe and CSE have stood for in devising schemes suited to the aptitudes and abilities of the examinees. It has grave implications for the common curriculum, and in our anxiety to achieve it we may well be doing more damage than good to the cause of both the average and less able child.

In conclusion, I would observe that the common curriculum and related issues such as non-streaming are ones which parents find difficult to understand. Maurice Holt says that parental choice of school reveals no evidence that pupils or parents dislike non-streamed general education. Neither have I any evidence in my school by the same criteria that parents and pupils dislike a banded system and a choice of options. Perhaps there are more ways to heaven than one.

KENNETH ROBSON,
Turnford School,
Cheshunt, Herts.

Midwinter or Boyson not the only choice

Sir,—It is to be hoped that few indeed see Eric Midwinter's and Rhodes Boyson's contrasting views of curriculum content as mutually exclusive alternatives. Midwinter's neo-Deweyism with its myopic emphasis on social awareness and Boyson's equally myopic package of propositional knowledge aligned with a variety of "muscular Christianity" represent a spurious either-or situation.

Midwinter's "raising of social effectiveness of the citizenry" through the "socially relevant curriculum" is paradoxically likely to restrict and inhibit social change, lacking the enlarged perspective to be gained from thinking in centuries.

Boyson presents a different paradox in that the production of God-fearing, team-spirited mines of information is incompatible with what has produced the civilized standards that he misrepresents. The development of knowledge and a sense of intellectual adventure has come about from stubborn refusals of individuals from Socrates to Sartre to be bamboozled into accepting the intellectual confines of a particular age.

Professor R. S. Peters, parodying Immanuel Kant, writes, "Criticism without content is cant". Midwinter's educands would fail to criticize for lack of content and Boyson's would be supplied with such an insular and rigidified content as to preclude criticism.

The net result is that neither prescriptive programme would further love of knowledge nor an enlightened perspective, and one must conclude that both are incompatible with education properly conceived.

The dimensions of the J. P. White-Keith Thompson debate represent a much more fruitful basis for considering the increasingly important notion of the compulsory curriculum.

C. J. C. YATES,
Senior lecturer in philosophy of education,
Northern Counties College,
Newcastle upon Tyne.

Enoch Powell of education?

Sir,—Is Rhodes Boyson rapidly becoming the Enoch Powell of education? Like Mr Powell, he has the ability to make otherwise calm and reasonable people irate by displaying his nineteenth-century prejudices in public. His statements, especially those about language results, in his recent article are either a pathetic parody of a "traditionalist" in the bad sense, or the work of a fool.

As a teacher of French, German and EFL my reaction is to say that Dr Boyson is in dire need of a little reeducation, and some of it of the highly academic variety. For his benefit may I suggest a programme of study:

(a) A short course in linguistics, the aim being to sort out his evidently distorted notions about grammar, and to stop all this nonsense about transfer of learning from the Classics to any other language, living or dead. The most linguists can say about this kind of transfer is that it is more an interference than a help, if anything.

(b) Read the study made by John B. Carroll of French teaching which was recently reported in the TES. Perhaps he will notice that the countries with the greatest success rates are those which have left the nineteenth century far behind. (Note—Is Dr Boyson not aware that the distinguished John Locke learnt Latin by the direct method?)

(c) He should make a survey of the professional opinions of teachers in schools which exist merely by virtue of their ability to teach foreign languages (including our own to foreigners) successfully. He should especially ask whether or not they believe that his opinions about grammar and the Classics are valid.

If Dr Boyson, and others of his beliefs, were to inform themselves correctly we might be able to look forward to an intelligent assessment of the reasons for the decline in language results.

M. J. SLATER,
6729 Maximiliansau,
An der Nachtweide 5,
West Germany.

Sir,—Was it by accident that Dr Rhodes Boyson failed to mention "mathematics" in his core curriculum for secondary school? In his article (October 17) he mentioned the place of "number" in primary school and the place of "science" in secondary school, and many other important things were included in his "core". Although I suspect that he excluded mathematics through an oversight, I am taking advantage of this to draw attention to some of its special problems.

Mathematics has never had to fight for its place in the curriculum. It is self evident that it deserves time throughout primary and secondary school. Nevertheless there are different and conflicting needs which now make it possible to challenge the content of its core curriculum.

Its first responsibility is that all children should become numerate enough to cope with everyday life (Dr Boyson's core curriculum in the primary school). Its second responsibility is that most children should acquire mathematical skills to understand and contribute to the technical world. Its third responsibility is that children should be given an appreciation of the use and beauty of mathematics, at whatever level they can manage.

At present, this second responsibility, the core curriculum for the majority, is difficult to identify because of the conflicting pressures of the other ones. Not all children do become numerate in primary school and so there is pressure to weaken the technical skills which the majority need. Nearly all children are compelled to do a further five years of mathematics and so "use" and "beauty" are rightly major objectives in a secondary school course.

In this Schools Council project, we aim to identify, and draw attento a "core" curriculum for the majority. That this is a difficult problem may be inferred from the tone of this letter, but readers, who were in general sympathy with Dr Boyson's suggestions, may be heartened to know that this is being done.

GEOFFREY BOYS,
Editor,
Schools Council Project,
A Critical Review Mathematics Curriculum (11-16).

Public schools

Sir,—I am engaged on a commissioned history of the British public school and would be most grateful if any of your readers had information which they thought might be of use or interest to me. I am just as concerned with girls' schools, progressive schools and minor public schools as I am with the larger and more well-known examples of that institution.

JONATHAN GATHORNE-HARDY,
32 Edna Street, London SW11.

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Full details of all these courses may be obtained from the Registrar, University of London Institute of Education, Malet Street, London WC1E 7HS, to whom applications should be returned not later than 31 January, 1976.

UNIVERSITY OF EXETER
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Applications are invited from non-graduate and graduate teachers with not less than three years' qualified experience for the one-year full-time advanced Diploma in Education (Curriculum and Organisation) course which is offered by the School of Education. The course is designed for both primary and secondary teachers who are seeking posts which will require increased responsibility for curriculum development and innovation in schools; teachers' centres, the LEA advisory service or colleges of education.

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Full details are available from the University of Exeter School of Education, Gandy Street, Exeter EX4 3LZ.

Sport

Lydia Corbik, youngest of the Russian stars, signs autographs for young British admirers.

Tough at the gymnastics top

by Stanley Levenson

All the razzmataz and glare of publicity in gymnastics falls on the leotard clad women, the Olgas, Ludmillas and Elviras with their incredible grace, suppleness and skill. It is a deserved position on the centre of the stage—in few sports are women the main attraction—but it tends to cast a shadow on the equally skilful and agile men.

At Wembley last week the British public had a rare chance to see the best of the men in action during the World Cup competition, the first of its kind in gymnastics.

One of the most successful was Hiroshi Kajiyama, a 22-year-old Japanese student, who won medals in all the disciplines in which he featured. He came second overall, only a fraction of a point (56.20 to 56.35) behind Nikolai Andrianov, a student from the Soviet Union.

Kajiyama also reached the finals of five of the six apparatus competitions, emerging with one gold, two silver and two bronze medals. Only one competitor—Alexander Detiatin (USSR) third overall—appeared in all six finals, but without adding to his medals.

Hiroshi Kajiyama is small, even for a gymnast, standing not much over 5ft, as light as a feather but with the powerful shoulders which are a hallmark of his sporting trade. His London successes added to his growing reputation on the international scene: fourth overall in the world championships, world floor exercise silver medallist, vault bronze, winner of the important Riga contest in the USSR, Japanese apparatus champion. . . .

And he is not the top ranked Japanese gymnast.

He is now in his final year of a four-year PE course at Nippon University, in Tokyo. Graduation and selection for the Olympic Games in Montreal next July are twin and simultaneous ambitions.

Kajiyama trains 20 hours a week, essential for reaching the top in a highly technical sport, and says that if he keeps it "down" to 20 it does not interfere with his studies. Like British PE students he also does general academic studies.

His sporting activities, apart from gymnastics, are confined to the university but span a wide range: swimming, skating, basketball, volleyball, rugby, football, judo.

The Japanese are the top in men's gymnastics but Kaj said he could not put this do any special factors. Certainly, what he said, there is no emphasis on Olympic gymnas Japan's schools, although done than in British schools.

In Japan the apparatus in seems to be nothing more than a vaulting horse and mattresses for the children about on and learn "tum exercises. A fairly standard the "iron bar", a rough vers the high bar, usually put up doors . . . a tempting challeng children wanting to try chin or swing around.

Now Kajiyama is back in preparing for a match against Soviet Union, their greatest rivals, and for the last month his university studies.

Like the others he took a few knocks, bruises and which point to the fact that level gymnastics is not all and flowing movements. It is tough physical sport, just as others.

In front at orienteering

Boys and girls from Walton School, near Birmingham, did well in the junior championships of the British Orienteering Federation held on a course near Dorking, Surrey. They won three of the 11 individual events and three team prizes.

Their individual winners were Richard Sharpe, Nicholas Lightfoot and Alan Bradley.

Thirteen-year-old Jane Malley, of the Lakeland Orienteering Club, was the only 1974 champion to win again. The other successful girls were Joanna Kanssen (Staines), Hilary Dodds, her clubmate, and Jane Rose, of Manchester.

Richard Pay (Rugeley), David Williams (Cheshire), Gary Harris (Portslade) and New Myers (Yorkshire) won the other boys' events. Winning school teams were Ripley Court, Surrey, Hounsdown (Manchester), Queen's Park (Cheshire) with the senior boys' trophy going to Edinburgh University.

Safety code

A coloured pictorial poster setting out a safety code for the javelin, particularly for instruction and training groups, has been prepared by national athletics coach Wilf Paish with the sponsorship of Accles and Pollock.

The poster is available free from the Sporting Goods Division, Accles and Pollock, Oldbury, Warley, West Midlands B69 2DF.

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Something personal

Norman Rea looks at the changing status of sex education in Europe, and considers the implications for British schools

Sex education attracts great interest throughout Europe and can no longer be regarded as the concern of fringe radical movements. Not that the radicalism has disappeared, as would be quickly apparent from a study of the French movement.

The present survey* was designed to assess the current status of sex education in 17 European countries in terms of curriculum, organization, moral attitudes, the role played by planned parenthood associations, the extent of sex education and its legal status. At the time the survey was planned legal status was of some importance, at least in France where the right of the teacher to give sex education in school had been taken to the courts—a battle over and won by the time the survey was under way.

The data collection brought times of excitement and indeed comedy. There was the Scandinavian respondent who insisted he knew exactly what a public school was, that his country did not have them, and therefore did not suffer like England. Patiently we explained it again, and reworded our questions.

Then the description, expressed in the dry wit of an old Portuguese campaigner—this was before the revolution—of the physiology textbooks where diagrams ended at the waist; or had the genitals removed so that human beings appeared as sexless dolls. "I can only suppose", he said to me, "that our people came to an understanding out of what we might call a touching faith."

Some matters which arose during the survey require further, serious comment. What may appear to be a minor point, though I now suspect it is not, is the title given to the programmes of sex education in the various school systems. They are often called "Family Life Education" or "Education and Personal Relationships". These titles are not adopted as evasive explanations so as not to offend; they are, on the contrary, deliberately chosen, since many European educationists feel that these terms encompass human understanding and feelings, personal relations and family life, without which sex education could become sterile and clinical.

This is not solely a European concern. A conference held in the Middle East a year ago to consider sex education in the Islamic countries of the Middle East and North Africa expressed similar concerns. They particularly wanted a title which expressed their enthusiastic support for better sex education to meet personal, family and social needs.

It is because of such concerns that we can detect in many of the European countries we surveyed a general movement towards an integration of sex education into the curriculum—in social studies as well as biology, in literature as well as domestic science, in civics as well as religious studies. Certainly this is the way that sex education has been developing in Britain.

But there have been suggestions recently that dispersal among school subjects has led to dilution. Perhaps it would be better if there was one subject—sex education—which could be formally timetabled. Integration of this area in the curriculum depends, above all, on thoughtful discussion by the teachers; on more careful planning and control, not less; and on excellence of organization.

Perhaps matters would be eased if teachers could get away from other responsibilities for a while and concentrate on the difficulties raised by integrating this subject. There are possibilities of cooperation with education departments in universities and colleges of education, who might give house room for the teachers, financed by the local education authority. Perhaps tutors in the curriculum area could be called on by the teachers for help if needed. Three or four days spent in this way could be extremely useful.

Britain, in common with many other countries, is not very good at dealing with contraceptive education—that is, the types, techniques, principles of action, attitudes towards and judgment leading to choice of contraceptive. This is not to say that in some schools this is not well covered, but the general impression from the British replies to the survey is that in most schools it is poorly covered, if at all.

Part of the difficulty is technical—a lack of professional competence to deal with the topic, coupled with a feeling that "a film will not do". There is, too, a feeling that contraception is not quite nice as a school topic. Of course, there is no reason why teachers should be competent in this field, but where they should be competent is in drawing in others who are competent, or getting themselves trained to a standard of competence.

The Family Planning Association, for example, have trained speakers who will help teachers, particularly where there is a well-worked out programme into which they can fit and work with the teacher. The FPA also runs training courses for teachers; these are not simply on contraception, because the association think this is only a part of sex education and personal relationships. What is essential is that contraception is seen as a vital part of sex education, otherwise such education is not simply incomplete but irresponsible. We should think carefully at what age we introduce the topic—in Sweden it is suggested it should be between 10 and 12.

In the traditional upbringing of children and young people in Europe it has been a rule not to mention sexual relations between man and woman. Children and young people today are surrounded by a flood of "information" on sexual life, expressing a variety of attitudes, from the blatant sexism of advertising to the still recognizable "sex is dirty". In this situation, where some influences may be good, others misleading and yet others harmful, there is a growing feeling that sex education should give not only correct factual knowledge, but also ethical or moral education which would enable young people to make informed judgments about these attitudes. Such an education might lead to new and hopeful possibilities for developing conscious and responsible attitudes in relations between men and women.

We can perhaps learn something here from Sweden, where the Sex Education Commission reported in October, 1974. They admitted that there was some justification in criticisms levelled at Swedish sex education as being excessively biological and failing to do justice to other aspects of personal relationships. The commission distinguished between fundamental values, which teachers engaged in sex education should positively encourage—such as the inherent value of man, the inviolability of human life and the right to personal integrity—and controversial values, such as various political philosophies and different attitudes to questions of sexual morality, where because public education must not be used for the purpose of indoctrination, teaching must remain objective.

Uneasy though many may feel about these statements, few would disagree with the central value judgments which set the tone for sex education—respect for the integrity of other people, consideration for others, and responsibility for the consequences of one's actions. There is no doubt that this area deserves and will have the closest attention from educationists in the next few years. Sexual matters are deeply rooted in personality, community and culture, and questions relating to standards and values in this field have a high emotional charge. It is because of this that it will perhaps be an exciting area for curriculum development.

Gerry Greaves

** Norman Rea is senior lecturer in education at York University and co-author with Mikolaj Kozakiewicz of "A Survey on the Status of Sex Education in European Member Countries", available from the International Planned Parenthood Federation, 64 Sloane Street, London SW1 9SJ. (£2.50 plus postage).*

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Getting it together

Nicholas Otty reports on a school project which has harnessed children's skills and imagination in telling stories to the production of their own books

I suppose it must be obvious that the ability to learn something is likely to be more widely distributed than the actual achievement of the learning. Setting aside the supposed quality of the teaching or the effectiveness of the methods used, there may still be much to be said about the social relationship between the learner and the learning he or she is supposed to be acquiring. People learning something may, for example, see the process as involving activities and objects which they do not feel to be a part of their world.

I think this is particularly true of reading. Many children who find the acquisition of literacy difficult are being asked to accept a foreign view of what literacy is, what books are, what spelling is, what the printed language is. Equally, if teachers are going to be any use to such children, they must make themselves aware of how alien books (as a medium) and *their content* (both subject-matter and attitudes projected) can be to their pupils.

The book illustrated here is one of a series produced in a Bristol junior school in an attempt to find a practical answer to some of these difficulties. The procedure for making these do-it-yourself readers was as follows. I visited the school once a week with a student teacher, and two children, Andrew Porter and David Halliday, were assigned to us for the first afternoon session. By means of questioning and arguing and discussing we would eventually get into a real story:

"It's about this boy bear called Hairy and he goes into his dad's bedroom and he starts creating havoc and he smashes everything up and he gets into trouble with his brother and he breaks his brother's bike and he gets beaten up and . . ."

"OK, but I can't write all that down just like that. Just tell me the first words you want on the first page."

"Right. There was this boy bear called Hairy . . . is that joined-up writing, Nick? I can't read it. . . . And one day he woke up before his parents did. . . ."

There were always false starts and outcrops we couldn't use, or which we talked about and altered or rejected: it is important to say that the final version was a joint effort between the four of us. I suppose my main contribution, apart from the illustrations, was in offering an overall view of the narrative. "But if that happens next", I'd find myself saying, "we've got to the end of the story. Let's save that up, and see what might happen before then."

Having got the complete text, I would ask the authors to do a rough drawing of some key aspect of the story. So I got sketches of Hairy, of the ghost and the monster in an epic of horror called "The Pakistani Book", and of the strawberry tree in a story of that name (the authors thought strawberries did grow on trees), so that I could base my illustrations on images from the children's own heads.

We then divided the text into 17 parts, each of which suggested a suitable and preferably simple illustration, and drew the required pictures with black felt-tip pen. The title pages were made up with Letraset. The printing process was simply Roneo duplicating, using a Roneotronic scanner to cut the stencils from a paste-up of text and pictures.

To keep the children's energy and interest going, it was important to get the books completed within a week, so that we could distribute the finished articles before collecting the next story. It was hard but exciting work. And the technology and expertise required are both astonishingly widely distributed in the educational world, and, in my view, astonishingly underemployed, at any rate for directly educational purposes.

As I look over the nine books which were produced in this way, they seem to me to offer important insights into the crucial differences between these children's view of the world and the view offered by any school reader I have ever seen. Bridging that gap might be very important in arousing the children's interest and involvement in the early stages of learning to read. It is not just that the subject matter is (as is said) "closer to the children's experience". Indeed the subject matter is often in the area of apparently remote fantasy. It is rather that these stories follow and articulate the contours of the child's mind much more intimately than is usually possible for an unaided adult author.

One can point to the kinds of fantasy represented here. *The Bad Bear* seems to me to express a young boy's dreams of revenge for all the put-downs of family life. It offers a very different view of the family from that projected by, for example, *Out in the Sun* from the Ladybird series. Compare Jane getting up in the morning:

"Jane is in bed. Mummy comes in to make her get up.

'Come on', she says, 'get up please, Jane. Peter and Daddy are up, and the sun is out.'"

Or compare Hairy's relationships with his mother and sister with Peter's:

"Peter looks up at the window. He sees his sister.

'Come on down, Jane', he says. 'We are all up. It is good to be out in the sun. We must go out soon.'

'Yes', says his sister, 'I will be down soon. I must help Mummy and then come down.'"

Then there is the extraordinary stylized dialogue, reminiscent of folk tales and nursery rhymes, in *The Bad Baby*, another of the books put together in the school:

"Take your big botty and go to your bed", said her mummy.

"Dead mummy, dead mummy, dead mummy", said the bad baby.

"Then go downstairs and watch telly", said her mummy.

"Dead telly, dead telly, dead telly", said the bad baby.

This leads to wider issues of language in the books. "Thieving" is used rather than "stealing" in *The Bad Baby*, as this is an established usage in the dialect of the Bristol West Indian community. An analogous example is "The elephant is eating too much flowers and grass", in *Wednesday and the Windows*. Some people felt we were not doing our duty when we failed to correct these "errors". But they cause no difficulty of comprehension, they are true to the language the children speak, and to see their own language in published form is an important experience for children learning to read.

This is most obviously true at the level of learning to decode the printed word and reconstitute the sounds that lie behind it, but it is also, surely, a vital experience if the children are to learn to see reading as an enjoyable and relevant experience. Compare the bad baby's bedtime with Peter and Jane's:

"'You must have had a good afternoon out in the sun', *says Mummy.*

'Yes', says Daddy, 'but now I know a boy who wants to go to bed'.

'Who?' asks Peter.

'You know who', says Daddy.

'Yes', says Mummy, 'and I know a girl who wants to go to bed. Come on, you two. Up to bed you go.'"

I do not wish simply to knock the Ladybird series. I am well aware that millions of children learn to read with Peter and Jane. But I think one can take the point that, beyond the level of decoding, the authors of *The Bad Baby* and *Hairy* would find it difficult to draw from *Out in the Sun* any idea that books might contain urgent insights bearing on their own lives and world.

The do-it-yourself readers present a variety of individual attitudes towards people and events. The different ways of representing the police provide a useful set of examples. The bad baby was "put in prison and got covered in bruises and died". In *Wednesday and the Windows*, the policeman is both unimaginative in arresting the neighbours because he does not believe in the elephant, but on the other hand he actually does the right thing in terms of the values of the story—he rids the Window family of their objectionable neighbours, and thereby makes more space for Wednesday, the elephant, to play in.

In *The Strawberry Tree* six policemen come galloping on white horses to rescue the two girls from six dirty old ragmen, while in the *Rake Gang's* mysterious and criminal struggles with the Bogey Gang the police play no part at all. Compare that richness of real response (and the opportunities it affords for real talk) with this, from *Out in the Sun*:

"In the street they see some of the Police. Two of them go by in a Police car. Peter and Jane can read POLICE on the car. They like to read as they go down the street. They read STOP, DANGER, STATION and TEAS."

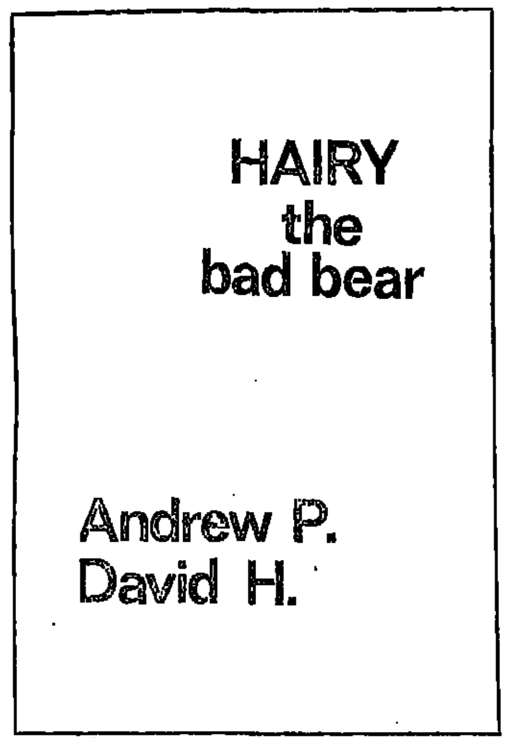
The books were greeted with enthusiastic interest, not just by the group from which they came, but by older and younger children as well. A significant reaction was that of the group of top year remedial readers, who found the productions of these eight- and nine-year-old authors extremely satisfying. (*Hairy* was their favourite.)

Clearly it would be impossible for big publishing firms, as they operate at the moment, to establish anything like this intimate understanding of their school readership, and that is a general difficulty with the scale of modern communications. If I were to communicate all the theory that I think is relevant to these books, I would need 15,000 words, rather than 1,500. The best I can offer here is this preliminary account, and warmly to recommend *Reading, How TO*, by Herbert Kohl and *Cultural Action for Freedom* by Paolo Freire.

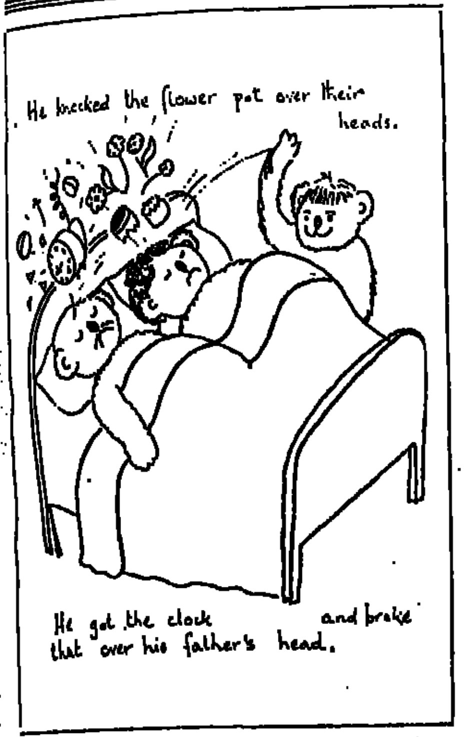
More important, I think, would be for more teachers actually to try the thing in their own way, and to experience the enthusiasm such a project can generate. Perhaps the children could help with the actual production process at a local teachers' centre. There is a simple but potent magic in seeing your own work transmuted by a duplicator, even in the labour of sorting and folding and stapling. More than that, such work would involve vital direct learning about the processes by which more sophisticated publications come into existence, and that learning helps to locate the printed article within the child's world.

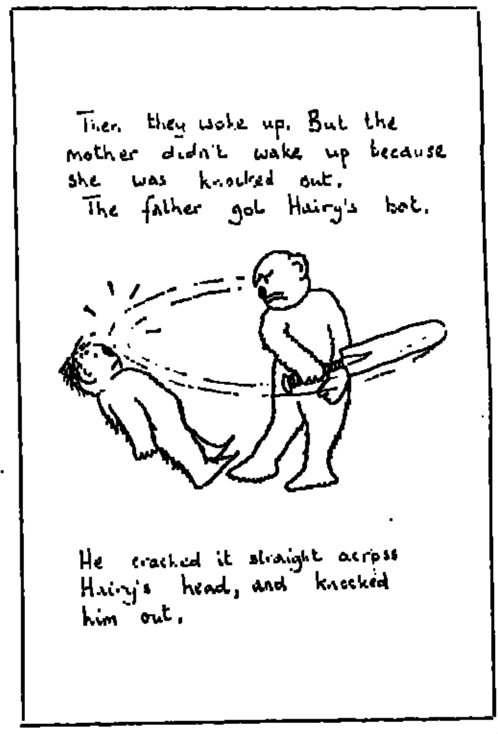
The team who worked on the project were Sue Stanton, the class teacher, Sue Light, the student, and myself. We gratefully acknowledge the help of the children and staff of St Barnabas School, Bristol, and of Berenice Dunford, of Newton Park College, who is a virtuoso on the Roneotronic.

Nicholas Otty is senior lecturer in humanities at Bristol Polytechnic, and author of "Learner Teacher".

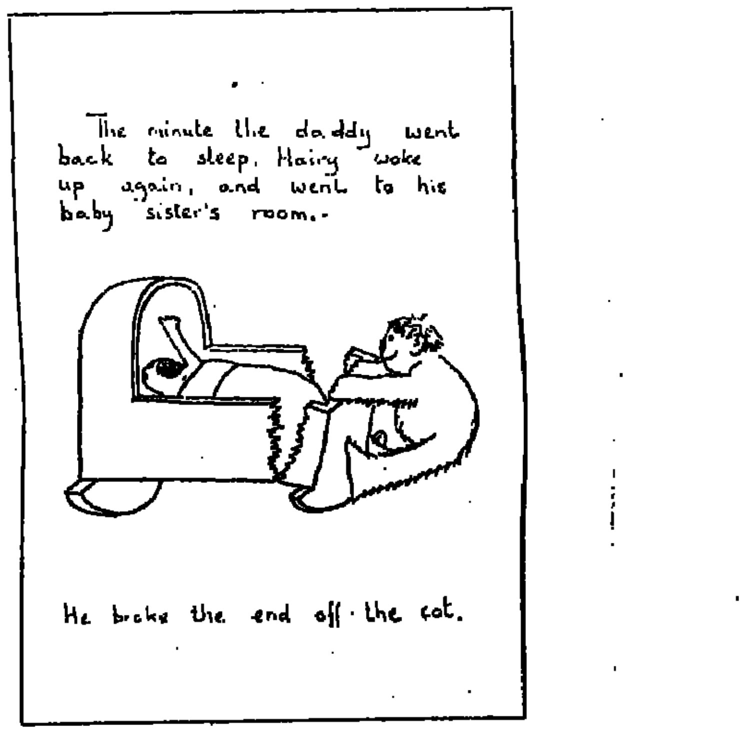


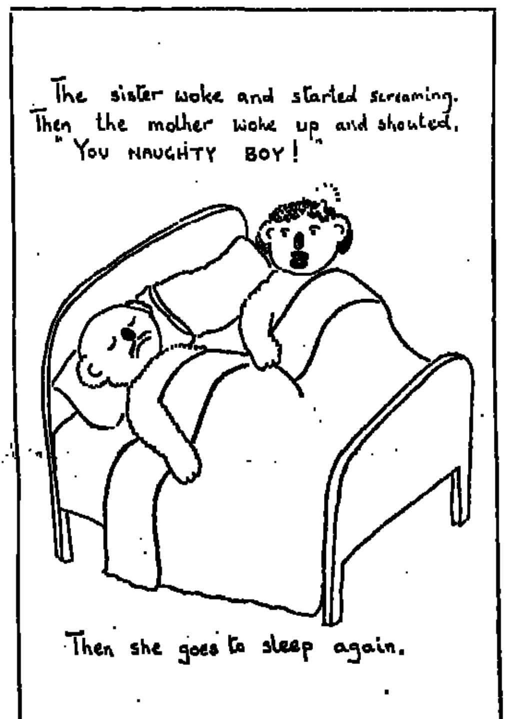
There was this boy bear called Hairy.
One day he woke up before his parents did. He went into his father and mother's room and started creating havoc.

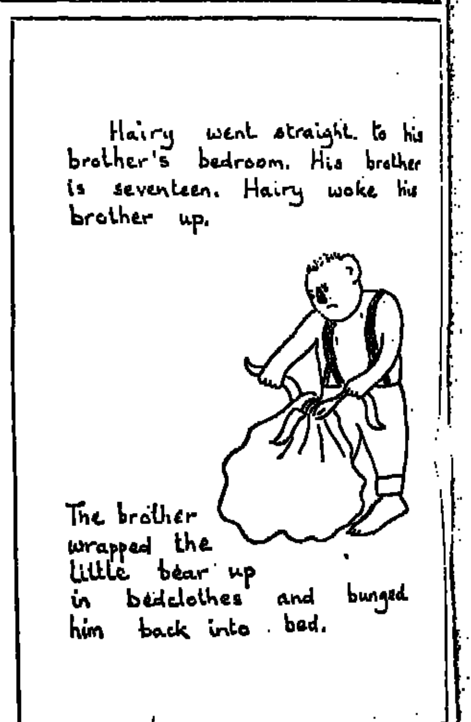

He knocked the flower pot over their heads.
He got the clock and broke that over his father's head.

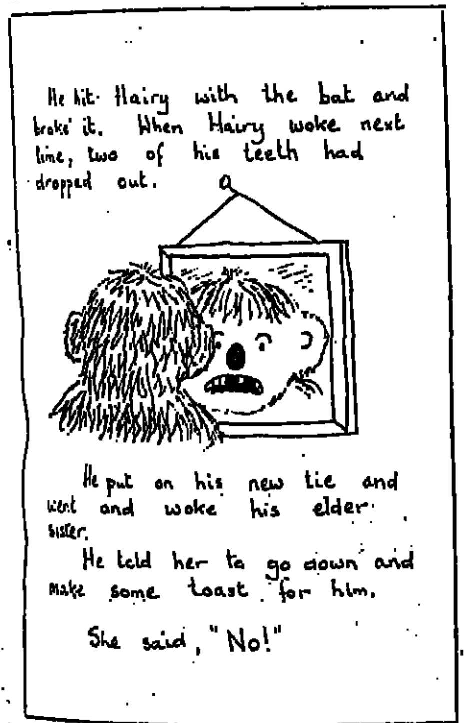

Then they woke up. But the mother didn't wake up because she was knocked out.
The father got Hairy's bat.
He cracked it straight across Hairy's head, and knocked him out.

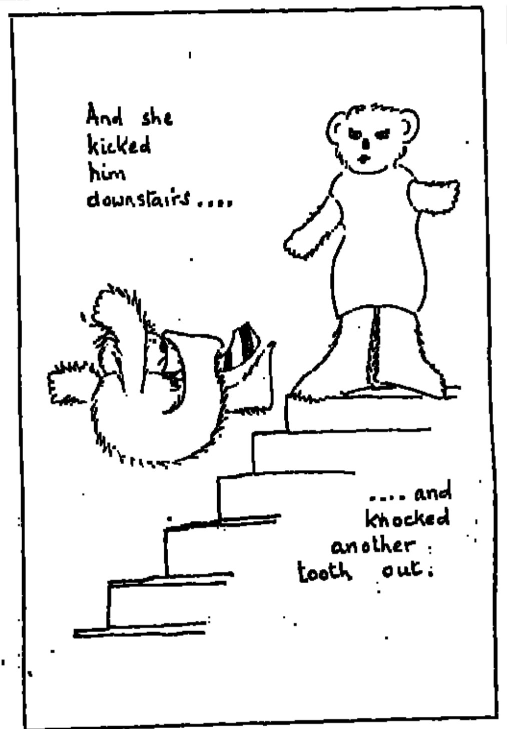
The daddy bear dragged Hairy into his bedroom and put him back to bed.

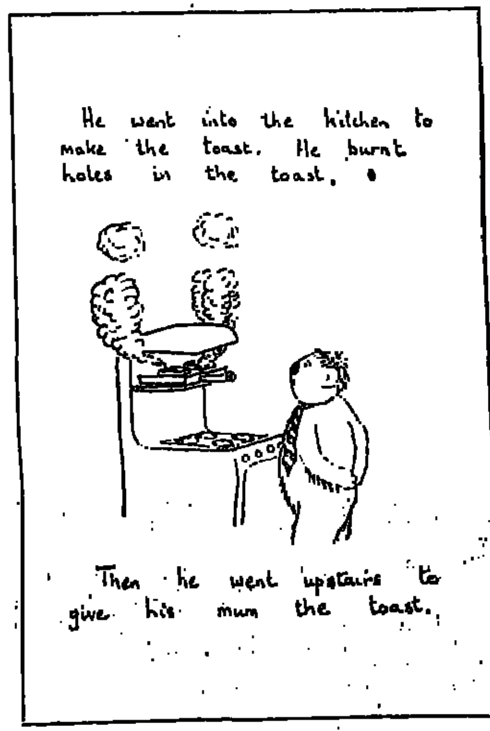

The minute the daddy went back to sleep, Hairy woke up again, and went to his baby sister's room.
He broke the end off the cot.

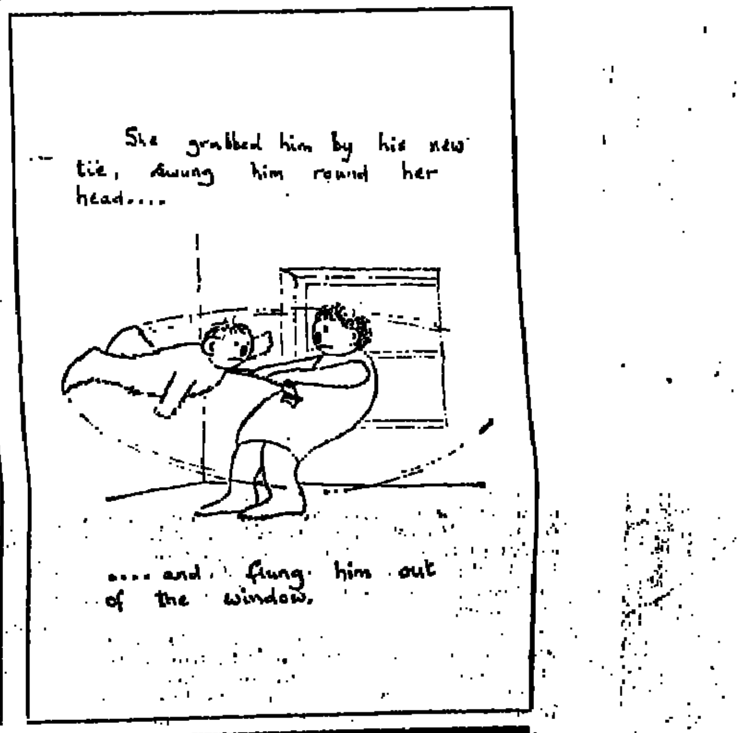

The sister woke and started screaming. Then the mother woke up and shouted, "You NAUGHTY BOY!"
Then she goes to sleep again.

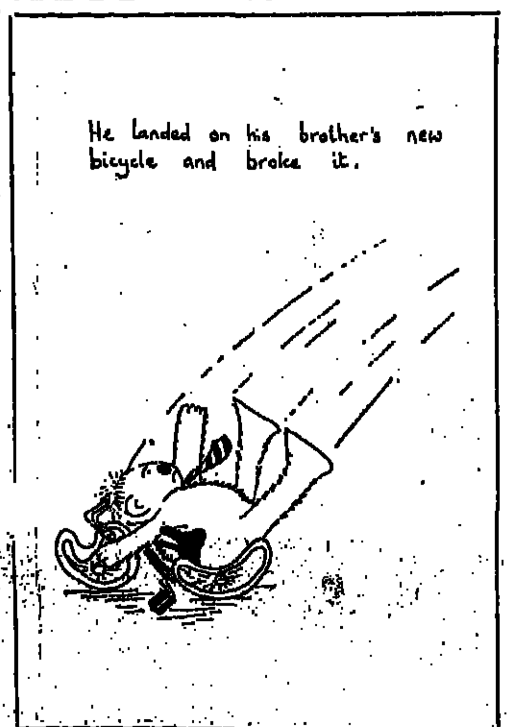

Hairy went straight to his brother's bedroom. His brother is seventeen. Hairy woke his brother up.
The brother wrapped the little bear up in bedclothes and bunged him back into bed.


He hit Hairy with the bat and broke it. When Hairy woke next time, two of his teeth had dropped out.
He put on his new tie and went and woke his elder sister.
He told her to go down and make some toast for him.
She said, "No!"


And she kicked him downstairs....
....and knocked another tooth out.

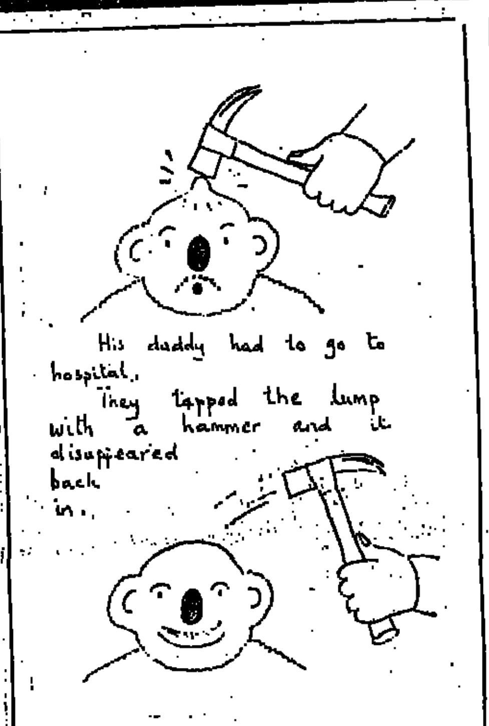

He went into the kitchen to make the toast. He burnt holes in the toast.
Then he went upstairs to give his mum the toast.

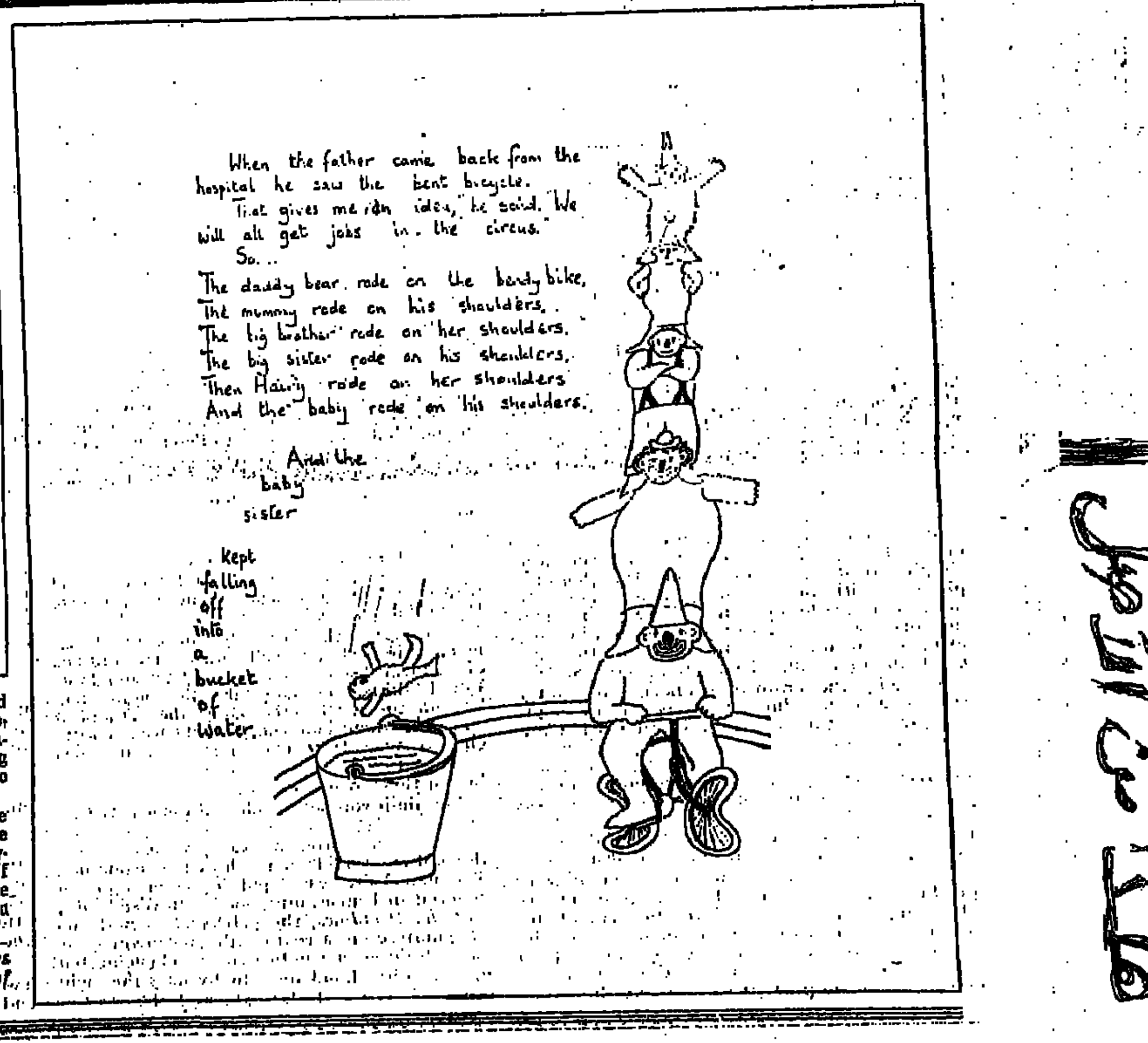

She grabbed him by his new tie, swung him round her head....
....and flung him out of the window.


He landed on his brother's new bicycle and broke it.

His brother stuffed one wheel of the bike in Hairy's mouth, and wrapped the other one round his head.

Hairy wanted revenge. His bat was broken, so he took this new shelf his daddy made....
.... And cracked it straight over his head.


His daddy had to go to hospital.
They tapped the lump with a hammer and it disappeared back in.


When the father came back from the hospital he saw the bent bicycle.
"That gives me an idea," he said. "We will all get jobs in the circus."
So...
The daddy bear rode on the bendy bike,
The mummy rode on his shoulders.
The big brother rode on her shoulders.
The big sister rode on his shoulders.
Then Hairy rode on her shoulders
And the baby rode on his shoulders.
And the baby sister
kept falling off into a bucket of water.

Didactic devotions

A conference held at Ditchley Park, Oxfordshire, October 17-20, brought together directors of leading art museums from both sides of the Atlantic. Clive Ashwin, who attended the conference, discusses some of the issues raised

When, in the late eighteenth century, museums began to open their doors to the general public, only a small proportion of that public was in a position to benefit from the opportunity. Opening hours were often restricted to times of day when only the leisured classes could attend; entrance charges constituted an insuperable barrier to all but the well-to-do; and, perhaps most importantly, widespread illiteracy meant that few people could read as much as the labels on the works, let alone be sufficiently well informed to place them in a coherent historical context.

Early museums took the character of a temple or a treasure house, with exhibits piled up or hung incoherently from floor to ceiling. They were often ill-ventilated, badly lit and under-staffed, and visitors were whisked through to gaze briefly and uncomprehendingly at their disorganized contents.

The spread of educational provision, literacy and cheap travel in the nineteenth century created a new and larger public for the museums. Responding to this expanded clientele agog for enlightenment, museums began to systematize their collections, grouping works by school or period, weeding out the inferior exhibits, and spacing the remainder to achieve an effect which was intended to be aesthetically more attractive as well as more rational and coherent. The devotional atmosphere remained, but was given a didactic twist. Museums were recognized as a valuable educational, social, and even political, tool.

With the accelerating pace of social change, many art museums on both side of the Atlantic are now approaching what could fairly be described as a state of crisis, a crisis of economics, of logistics, and of ideology.

In time of economic stringency like the present, governments are tempted to cut back on public sector spending, and museums, like education, become reluctant victims of this process. The situation is aggravated by private buyers who are driven into the art market in the quest for stable investment, thereby pushing up yet further the prices of works which museums seek as complements or extensions to their collections.

'An exhibition of Impressionist art at the Metropolitan Museum, New York, proved so popular that after its closure the floors had to be replaced because of wear.'

With the wider distribution of leisure, money and social aspiration in the postwar period, the museums' public has become both broader in its social character and considerably larger. The very size of this new public is giving cause for concern. In August an emergency evacuation was ordered at the Palace of Versailles in order to avoid crushing or suffocating visitors trapped within its congested corridors. An exhibition of Impressionist art at the Metropolitan Museum, New York, earlier this year proved so popular that after its closure the floors had to be replaced because of excessive wear. And regular visitors to Italy will acknowledge that key attractions such as the Uffizi Gallery at Florence and the palace of the Vatican are hardly worth a visit at peak periods. Such congestion, as well as being potentially unpleasant or dangerous, seriously increases the problems of protecting the often fragile objects which draw the public to museums.

In addition to having to cope with the problems of logistics, museum directors are under increasing pressure to prove that the public support they receive, which is, after all, quite modest in the context of national budgets, is well spent and contributes in measurable ways to the welfare of the society they are employed to serve. This has led to expanded educational programmes, more ambitious public relations exercises, and more attempts to make art available to the public in both geographical and intellectual terms.

A museum's limited resources have to be distributed across its numerous and diverse obligations and responsibilities. Museums have an obligation to the present and to the demands of society, but they also have a responsibility to the past which provides them with their *matière*, and, most importantly, to the future, which will inherit their complex and fragile legacy in good condition and well documented.

The art museum is expected to serve several different purposes for different kinds of user, and many of these functions can quite happily coexist. It is possible for a group of lay people to hear a gallery lecture at the same time as a visiting scholar is examining a more *recherché* piece below stairs.

But the growing demand for popular temporary exhibitions and novel rearrangements of "permanent" displays means that scholars and students may no longer find the exhibit they want where they expect it to be. Curators, too, can become so enmeshed in teaching or in organizing loans and temporary displays that conservation and research fall into abeyance.

The public's enthusiasm for temporary exhibitions reflects its obsession with the unique and the ephemeral, an opportunity "not to be missed". Museum directors observe cynically that a work may well hang ignored for decades in a permanent display, but put it in a temporary show and it immediately becomes a source of great fascination.

In an attempt to heighten public response to exhibitions, museum staff are often persuaded against their better judgment to hand over the problem of display to designers with more interest in display technique than respect for the inherent dignity of the objects. On such occasions extravagant wall texts of dubious relevance dwarf the exhibits and theatrical lighting creates "atmosphere" at the expense of any real opportunity to examine the objects in detail. The hope that entry charges to such exhibitions will help museums to balance their books seems to grow more remote as the escalating costs of transport, insurance, publicity and related publications must be added to that of exhibition furniture.

The problem with the traditional, inert, mode of exhibiting art works is that, unfortunately, we cannot assume that the museum visitor is culturally or educationally prepared for contact with art. The vast majority of our public collections have come down to us from periods when classical mythology, Christian beliefs and social manners stamped themselves on the art of an age. Today, none of these can be taken for granted. I have long since ceased to be amazed by normal students from good educational backgrounds who cannot distinguish between the Annunciation and the Deposition, and the virtual collapse of Classics in our schools and universities has widened the gulf between ourselves and a past which gave us much of our language, our culture, and our artistic principles.

It is often argued that knowledge *per se* is irrelevant to the understanding and enjoyment of art, and that art explains itself through direct contact with the senses. It is quite true that some art forms have succeeded admirably without intellectual or ethical ingredients, and perhaps this explains the widespread popularity of Impressionism; but it is equally true that for vast areas of our artistic tradition—perhaps the majority—some form of initiation is vital for more than the most superficial contact. Without it, the art of the classical and Christian tradition of the Renaissance and the Enlightenment remains not so much a closed book as one which is slightly and frustratingly open: we glimpse the contents, but no more.

The provision of discreet wall texts, portable bats, audio guides and lectures are all commendable, but their critical limitation is that they are restricted to the period spent within the museum. As help to the uninitiated they arrive too late to provide an adequate frame of reference. Nor can it be argued that successive visits will aggregate such a background, as for many lay people museum visiting is an erratic, desultory business, often confined to intensive sight-seeing abroad, and preferably somewhere "new" which is unlikely to merit another visit within years, if ever.

Although many museum directors have launched themselves into public orbit with enthusiasm, albeit with the occasional forgivable excess, it would be foolish to underestimate the large and entrenched conservative element in the museum world. Appointed curators have always been subjected to the temptation to take on the mantle vacated by the private owner, seeing their holdings in terms of personal possession rather than custodianship. They may regard the admission of the public as a regrettable necessity, a distraction from the museum's true purpose, and cultivate an atmosphere of chilly reverence which strikes the less resolute visitor as calculated hostility.

'Many museum staff exhibit a cavalier disregard for acquiring or using objective facts about their clientèle'

A symptom of the reluctance to come to terms with public needs is that only recently have British art museums begun to make systematic attempts to study and define their public, its character and its motivations. While solemnly reiterating the objective and scientific nature of art historical scholarship, many museum staff exhibit a cavalier disregard for acquiring or using objective facts about their clientele. Behind this attitude is the deeply ingrained conviction that it is intrinsically more worthwhile to generate knowledge about art than to communicate that knowledge to others.

When, recently, I spent three days listening to a distinguished international assembly of museum directors debating mutual problems I was struck by the observation that objective fact seemed to play a negligible part in their deliberations. There was plenty of theory, speculation and abstract ideology, but little reference to such mundane data as size and character of attendance, budgets, holdings and so on. Issues tended to arise in the abstract, and were resolved in the abstract.

With the exception of one or two eminent authorities in the art world—hardly typical of museum visitors at large—no attempt was made to provide a limited platform for ordinary users—teachers, students, or the general public. Consequently, cosy generalizations about society, education, the museums and their role, passed unchallenged.

Art in our society has tended to fill the vacuum left by religion. To deny that art has something important or profound to say to everyone has become the modern heresy but the conviction that a life without the regular experience of high art is somehow deprived or stunted is a myth which has been the source of much misunderstanding of art itself. Aesthetic delight is available through so many modes of experience: gardening, football, pigeon-fancying, do-it-yourself, the contemplation of nature and so on.

To help museums to find their new role and identity in the modern world we could do worse than consider the following new possibilities. The first is that we accept that museums are not endlessly flexible to adapt to changing demands and circumstances, that they have limits to their potential for change if they are to preserve vital aspects of their traditional purpose. If they are to remain ordered depositories of the past, with facilities for study and recreation at the highest level, as distinct from aesthetic funfairs, then we must educate people to use them in something like their traditional form. This does not preclude the provision of better premises, sympathetic exhibition design, more diversified staff, or improved facilities; but it does rule out showbiz and razzle-dazzle.

Museums will only find the public they deserve if we are prepared to create the public amongst our schoolchildren by offering them a rich and meaningful curriculum as an introduction to the cultural heritage which museums embody. Failing this, we are breeding new generations of confused and frustrated visitors meandering aimlessly through galleries in a futile search for the thrill of aesthetic experience which they have heard about but never felt.

Secondly, we must recognize that a portion of the museum's present public are there by default. They have set out to look for something which, as yet, barely exists in our society: a social meeting place in pleasant surroundings with attractive things to look at, comfortable chairs, an inexpensive restaurant and clean, hospitable services. A selection of art works of the highest quality could be used as focal points in a context which included costumes, models and objects sensitively grouped around a theme. As well as taking the pressure off the concentrated art museum, such an alternative would be comprehensible and enjoyable to those who at present feel confused and exhausted by the sheer quantity of works available in the world's major museums.

This suggestion might sound on the one hand élitist and paternalistic, and on the other utopian. I do not regard it as either. Governments must realize that museums as they stand are a vital part of our social fabric and cultural heritage, and as such deserve not only unstinting support and encouragement, but also protection. They must also recognize that you cannot offer people increased leisure, a better income, and better education without creating opportunities to fulfil the interests and aspirations aroused by them. Museums, both of the kinds that exist and of kinds which do not as yet exist, are important tools in any programme to achieve such a fulfilment.

Iron curtain countries have been quick to realize the social and educational value of an extended and diversified museum service such as I have suggested, but reforms depend not only on adequate funding but on significant shifts in the attitudes of museum staff, administrators and politicians.

Whatever their problems, one may be sure of a continuing public need for what museums have to offer. This need is strikingly expressed in an essay handed to me recently by a mature student who had abandoned a career in printing to train as an art teacher: "When I was fifteen my father died, and it was not possible financially to keep me at school, so I was apprenticed to a printing works. It was a time in my life when I was very alone and unhappy. It was at this time that I first saw the engravings of William Blake. I completely identified with his world, and his vision of Hell was just how I felt about the printing works. For about a year I went on weekly pilgrimage to the Blake room at the Tate Gallery. I read all I could by Blake and about his circle. After about a year my complete obsession with Blake lessened, but even today, seventeen years later, I still feel a strong emotional response to his work."

"A Social History of Museums" by Kenneth Hudson is reviewed by Clive Ashwin on page 27.

Analysing the past, influencing the future

Hilary Rose on the work of T. H. Marshall and R. M. Titmuss

Social Policy. By *T. H. Marshall. Hutchinson* £3.95. 0 09 122620 1. *Paperback* £1.95. 0 09 122621 X.

Social Policy: an introduction. By *R. M. Titmuss. Allen and Unwin* £3.50. 0 04 361017 X. *Paperback* £1.30. 0 04 361018 8.

As Professor Marshall rightly reminds us in the introduction to the 1975 edition of his book, social policy is "a term which is widely used but does not lend itself to precise definition". He himself goes on to explain that in his view "it is largely a matter of convenience and convention which will tell us which areas of government are generally accepted as belonging to the social sphere".

Opening with a tightly written analysis of the legacy of Victorian society, Marshall traces the inception of the welfare state and its three pillars: Butler's Education Act, Beveridge's Insurance Act and Bevan's National Health Act. He notes the Conservative, Liberal and Labour affiliations of their sponsors, a point not without significance for his theory of the development of social policy. While in the last analysis Marshall's view is that the welfare state represents a humanization of a capitalist society achieved by the hard work of "committed and clever men", he gives space to the other two main theories.

The first of these is a structural functionalist perspective in which the welfare state is seen as the natural accompaniment of a late stage of industrial capitalism, and the second is of the welfare state as a concession gained from capitalism through working class struggle—much as Nye Bevan saw the National Health Service. Even though the reader—or reviewer—may not share the author's political standpoint, none the less the book is a pleasure to read in that the analysis of housing, social security, welfare and poverty is always explicitly and systematically connected to social and political theory.

It is, however, a pity that Marshall's conception of socialism is equated with Fabianism and therefore with planning and the rational redistribution of wealth. That he regards this as "true socialism" and ignores that major strand of socialist thought which sees the question of production and reproduction as central, is a handicap, particularly when it comes to discussing the problems and prospects of social policy in the economic and political crisis of the 1970s. None the less, the sophistication of Marshall's thought is far from the simple minded evolutionism which passes for the historical analysis of social policy in all too many standard texts.

Marshall distinguishes three objectives for social policy. The first is the elimination of poverty, the goal he sees as characterizing almost all nineteenth century and a great deal of twentieth century policy, especially in the field of social security. The second objective is what he terms the maximization of human welfare, which attempts, particularly in health care and welfare provision, to achieve an optimum rather than a minimal standard. The last, which he clearly regards as rather shocking, although his language is characteristically restrained, is equality. This third objective he sees as linked with the second, for example, in the case of the National Health Service, as sometimes achievable but also, as in the current debate concerning private medicine, as potentially producing inefficiencies.

Today the limitations of Marshall's theoretical framework become more evident. He observes the rising criticism of the bureaucratic state and writes with sympathy of the campaigns for welfare rights by philanthropic pressure groups such as CPAG and Shelter and the activities of tenant associations and claimant unions. However, these social movements of the recipients of welfare are seen merely as an energetic extension of citizenship with liberal democracy. Sharing the Fabian enthusiasms of many other leading figures within social administration, he sees the solution to problems of bureaucratic rigidity and the present failures of social policy in the extension of bureaucracy.

He thus welcomes the trend to greater coordination through the integration of economic and social policy. Hence, instead of reaching out for fresh political theory, such as the theory of the corporate state, to explain these developments, Marshall is forced back into stoic liberalism. Thus he concludes by puzzling over the intractable difficulties of a market society seeking to achieve the form of rationality which a welfare society requires.

The stoicism is amplified because for Marshall the definition of the objectives of social policy are received definitions, determined by convention and the state. The contrast with Richard Titmuss's work, whose introductory lectures on social policy were brought out this year after his death by his wife Kay Titmuss and his colleague and friend Brian Abel-Smith, could not be more complete. Titmuss, in many ways sharing the same liberal and humane values as Marshall, always extended the boundaries of social policy, while Marshall is content to work within those laid down by others. It is as if Marshall was concerned to analyse the past, Titmuss to influence the future.

It is because Richard Titmuss was concerned with the future that it is appropriate (in spite of the heart searching which must have gone into the decision to bring out this uneven collection, for Titmuss's work was finely polished) that his last book should be of his lectures to his students.

The framework of the book is set out in the second chapter, "What is Social Policy?". In this chapter—which like "Social Division of Welfare" will indisputably become prescribed reading for students of social policy—we are introduced to three models: the Residual Welfare Model, the Industrial Achievement Performance Model and the Institutional Redistributive Model. In practice the Achievement Industrial Performance Model has a shadowy existence within the book; Titmuss does little more than point to exemplary cases such as West Germany and the USSR where social policy is harnessed to economic policy and productivity. He is here more concerned to examine the workings out of the Residual Welfare Model, which regards the market and the family as between them taking care of everything except a small residue of need, and the Institutional Redistributive Model which sees the entire welfare system as providing universalist services on a basis of need. What he means by Institutional Redistributive becomes clearer in subsequent chapters.

Thus he sharply questions the appropriateness of the extension of private firms into social administration, as in the provision of schools on a "no performance no fee" system; instead, he defends the hard work of a myriad underpaid anonymous officials, and we gradually see that for Titmuss it is the state and its administrative processes which are to play the central role in the redistribution of resources according to human needs. These needs, he points out, are not fixed but themselves continuously change in the constant change of industrial society. When he returns to Pigou's classic question: who pays? where do and should the social costs fall? it is to examine the claims of rival procedures of compensation. His distaste for the legal process, first set out in his *Political Quarterly* essay, is confirmed in a short chapter examining the potential contribution of the courts. His views on the inadequacies of the private insurance system are similarly confirmed in a subsequent examination of redistribution through insurance. Finally, the Labour pension plans of 1971 are compared with those of the Conservatives and are acclaimed as the embodiment of his Institutional Redistributive Model. He concludes: "the National Superannuation Bill was revolutionary not only in its redistributive effects or in the envisaged role it gave to 'Gift Relationships' but in the way it looked forward rather than back. It gave a new deal to women. It recognized a future in which there would be more needs and demands for a more open and mobile society, in which the roles of men and women, marriage, and the family would change . . .".

In this we hear the voice of the moralist, a voice which suffused the whole of Richard Titmuss's work, whether as a scholar or as a teacher, whether teasing out of the labyrinthine detail of social security arrangements and tax allowances the values and human relationships embedded within them, or suggesting in a brief but crucial paragraph that even models of welfare, to make sense, have to be integrated into some broader conception of human purpose. It is precisely this moral passion which sets Titmuss apart from—for example—Marshall's conception of Fabian socialism. He is far less interested in rational planning, which gets close to the Industrial Achievement Model, than in equality and the quality of social relationships. Yet like Tawney, Titmuss's belief in equality is curiously patrician; he speaks to those who govern or carry out the business of government. His words never speak directly to the governed, to those great masses of working people who are on the receiving end of the social injustice to which he is so deeply opposed.

The explanation of this contradiction rests in Titmuss's idealism; in both the best, and also in the philosophic sense. We can see a hint of this in the moving postscript where he speaks of taking John Rawls's *Theory of Justice* to hospital to read during his last illness. He describes it as "one of the most important books published in the field of social philosophy for the last 25 years".

For all his and Rawls's enthusiasm for equality in redistribution, both ignore the nature of a market economy the structure of which requires inequality. Despite Titmuss having been associated with the New Left in its early years, he became estranged from the movement as it developed during the sixties, contemptuous of its self-indulgence and affluence and apparent dismissal of poverty and distress. His estrangement was sufficiently profound for him not to recognise that both he and they shared a common contempt for the shallow silliness of such excrescences as Charles Reich's *The Greening of America*. Yet as we read his lecture to his students when he spoke simply and directly of his cancer, the meaning of the health service to his hospital friend, Bert, we salute not only his courage, but also his love for other human beings and his belief in the possibility of a humane and just society. When social policy is threatened by managerialism and technocratic thinking, these qualities are doubly precious. Social policy will miss Richard Titmuss.

TANGLED PATTERNS

Max Morris
on
American teachers' politics

The American Federation of Teachers 1916-1961. By *William Edward Eaton. Southern Illinois University Press* $10. 0 8093 0708 1.

This is a timely publication following so closely on the widely reported New York teachers' strike this autumn. It will help British educationists to understand the tangled pattern of American teacher politics in today's atmosphere of rapid change. For we are a far cry from the time when the mere thought of industrial action would have caused American teachers' leaders to have an apoplectic fit—indeed as far removed from those days as we are in Britain, too. The year when this study ends, 1961, was a climacteric year for teachers in both countries.

The AFT was formed in 1916 from a small group of locals whose orientation was towards the Labour Movement in contrast to the major American teacher organization, the prestigious National Education Association, to whom the American Federation of Labour, joined by the AFT, was anathema. From then on, the relationship of the two national organizations has been one of sharp rivalry though it is no longer a case of the elephant and the gnat; the AFT has a respectable membership of over a quarter of a million compared with the million strong NEA.

Today, the big issue is whether or not the two bodies will merge. The movement towards merger is not only very powerful from below but has also influential adherents within the politically neutral NEA. It is therefore interesting that in tracing the growth of the AFT the book devotes a great deal of attention also to the NEA. One is helped to understand the objection of the majority of American teachers to a united organization while at the same time one can see that the day is not far off when it will be achieved. Indeed, when I visited the NEA in 1973 as the fraternal delegate of the NUT, the political atmosphere was anything but right wing and industrial action was the order of the day in many areas. The whole atmosphere was profoundly anti-Nixon.

It is fascinating to follow the trail of the AFT from militancy at its birth to conformism under the suffocating umbrella of the AFL, through a period of witch-hunting of its own left, to its militant revival in the new ambience of the turbulent 1960s and 1970s in the United States. I regret that Professor Eaton stops at 1961 with only a sketchy chapter which takes us forward to 1972, for the most interesting period of American politics is the last few years. The rise to prominence and indeed, some say, dictatorship of Albert Shanker in New York would have made a rewarding study as would the evolution of the NEA attitude to merger.

What a paradox it is that Shanker is considered by so many in the NEA a reactionary racist (which of course he would indignantly deny) while the NEA leaders, pursuing liberal educational policies, are still afraid of linking up with the labour movement.

Oxford

The Oxford Book of Trees
A. R. Clapham, illustrated by Barbara E. Nicholson
19 910011 X 216 pages, with 96 pages of colour illustrations, and black and white drawings £4.95 net

One of the most beautiful volumes in the series, this is much more than just a detailed field guide. It discusses how trees grow and how factors such as wind and location affect their shape and development. There are ecological chapters on native British woodland and on hedges, explaining how these have developed and been used, which trees and plants are found together, and which species are common in different parts of the country.

Tracks and Signs
Gwen Allen and the late Joan Denslow, illustrated with photographs by N. Tinbergen and others, and with two-colour drawings by E. A. R. Ennion
19 918032 6 48 pages £1.75 net

Tracks and signs which show where animals have been may be footprints and trails, wool and fur left on hedges and wire, holes bored in trees, or food signs such as pellets, droppings, gnawing marks on wood and nuts. This final volume in the Clue Books series encourages children to look for these clues and to interpret and classify what they discover.

Hyaena
Hans Kruuk
19 857395 2 80 pages, with 106 photographs, paper covers £3.00 net

This splendidly illustrated book describes the hunting behaviour of hyaenas; their life in competition with other hunting animals, their clan organization, and their individual behaviour. It is a book that will kindle the imagination of anyone, child or adult, who has sensed from the languor of animals in a zoo how different their life must be in the wild.

'. . . most of the "bad image" is dispelled by the facts. This is a fascinating book, and highly recommended.' *Wildlife*

OUP Education Department, Walton Street, Oxford

SYMPATHY, SYNTHESIS AND SYNERGY

Peter Cadogan on the life and work of Patrick Geddes

A Most Unsettling Person. By Paddy Kitchen. Gollancz £6.50. 0 575 01957 3.

Patrick Geddes (1854-1932), botanist, statistician, landscape gardener, town planner, sociologist and social inventor, impresario, utopian and polymath par excellence, has a new biographer.

Geddes was brought up close to nature and part of an indestructible family. He rejected all religious dogmas by the age of 11 but retained the creed of Proverbs: "Get wisdom, and with all thy getting, get understanding."

He based his outlook on his concept of evolution, and his view of natural selection, founded upon a study of Darwin (under T. H. Huxley personally), approximated to that of his friend Peter Kropotkin:

"Protozoa cannot be accused of any prevision of future advantage in remaining clubbed together in cooperation, nor indeed credited with much primitive altruism in so doing. None the less it is clear that this greatest of morphological steps was directly due, not to any struggle, but rather to an organic sociality, or at any rate to a process which is not interpretable in terms of individual advantage."

From his biological studies and those of Le Play and Comte (given Bentham, Carlyle, John Stuart Mill and Spencer) he elaborated a view of "Place-Folk-Work" that brought him into the sharpest conflict with the prevailing values of money, power and war. So it was that he could write without undue self-pity: "Remember that till now, my fiftieth year, I have been refused every job I have ever asked for."

He used to quote G. Stanley Hall's description of genius with self-evident approval as "intensified and prolonged adolescence, to which excessive or premature systematisation is fatal" and he was always learning something new, "if I stopped that, I'd become respectable".

He was a teacher to his fingertips. To the young Lewis Mumford the aged Geddes "conveyed what it is to be fully alive, alive in every pore, at every moment, in every dimension". Yet few of his ideas really worked. He was always on to the next thing, leaving behind him a trail of enterprises for others to finance and complete.

He was, as Patrick Abercrombie put it, "a most unsettling person" *and even his own son and co-worker Alisdair said of him "no human being could live as well as work with PG and survive". He was great in small doses and, perhaps aware of that himself, he was constantly on the move*—Edinburgh, London, France, Mexico, Cyprus, the United States, India and Palestine—lecturing, researching, promoting his famous Cities Exhibition, replanning cities and building and sustaining his own personal/professional network.

Geddes started his working life with 18 months in a bank and had no regrets about that—he put his acquired craft with figures to good use in a plethora of projects. He was extraordinarily fortunate in his wife Anna who "kept the faith" well enough to live with his tempestuous volatility. At the age of 56 he wrote a remarkable indirect tribute to her: "More and more I see the best of life for man in the worship of woman, the service of woman, and the deliverance of women from the dragons that beset her."

Geddes conceived of a "social order without government compulsion, the social love and individual conscience having to help each other all the time". And added: "For fulfilment there must be a resorption of government into the body of the country. How? By cultivating the habit of direct action instead of waiting upon representative agencies."

It was Huxley's *Lay Sermons* that inspired the initial impetus that took PG from Edinburgh to London to study under the master himself. And Huxley later sent him to Paris where he learnt, as he said: "to see the thing as it is—that is the perpetual quest, the essential atmosphere, of French criticism".

It is salutary to be told, or reminded, by Paddy Kitchen that Geddes founded his Environmental Society as long ago as 1884 and that his Outlook Tower in Edinburgh in the '90s was the first sociological lab in the world.

Geddes believed that economics was about resources not money; that cities, towns, villages, associations and groups should work out their own regional salvation; that credit should be created against social assets; and that we should aim "at making individuals more socialized and communities more individualized".

Although he seemed to be an extreme individualist, it was not so. He did not subscribe to the idea of "hidden hand" of *laisser faire*. He believed that progress and survival were essentially due to the subordination of individual struggle and development to species-maintaining ends. As C. R. Ashbee put it in 1923: "Geddes's great achievement in life has been the making of a bridge between biology and social science, thus giving a fresh clue to reconstruction, to civics and to the town plan."

The fatigue barrier, familiar to all normal mortals, went down before Patrick Geddes. The more energy he expended the more he seemed to generate for further enterprise. He was never a spent bullet. He outlived Anna by some 14 years and died at a not-at-all venerable 78, hard at work building his very own international university in the south of France.

He had little time for the three Rs. He preferred the three Hs—head, heart and hands; and the three Ss—sympathy for people and environment, synthesis of all relevant factors, and synergy, ie, cooperative action by everyone involved in a given situation.

There is something especially satisfying in reading about someone who has long gone yet with whom we have yet to catch up. Geddes lives!

TYPOLOGY OF TERRORISM

Stan Taylor

Studies in Comparative Politics. Political Terrorism. By Paul Wilkinson. Macmillan £1.95. 333 17469 0

Political scientists have, until recently, ignored the subject of politically motivated violence. The scope of the political has been defined in terms of the "authoritative allocation of values", the resolution of conflict within a broad framework of concensus over the form of institutions in society. Such a formulation was, by and large, adequate for the study of Western societies in the 1950s, if not for the analysis of politics in the "Third World". The dramatic increase in levels of violence in the more advanced countries, in particular the race riots in the United States, the events of May 1968 in France, the internal war in Ulster and the activities of urban guerrilla groups such as the Weathermen and the Baader-Meinhof group, has demonstrated that politics in advanced nations cannot any longer be so treated.

The extension of terrorism into the international arena by the Palestinians, particularly the capture of Israeli hostages at the Olympic Games in 1972, has forced academic attention to the causes and consequences of violence. There is a burgeoning literature on the place of violence in the political process, the activities of revolutionary movements and the motives underlying the choice of violent and non-violent forms of political protest. Mr Wilkinson is concerned with one aspect of such violence, the use of terror. Regrettably, no attempt is made to integrate the study of terror into the wider study of politics. Thus the reader who looks for some explanation of why the terrorist as opposed to the institutional course of action is adopted, will be disappointed. What he will find, however, is a typology of terrorism within which specific events can be placed and related to their antecedents.

Three basic types are defined. Revolutionary terror covers those acts of violence which are designed to overturn the existing social order and substitute a qualitatively different kind of society. Repressive terror is designed to eliminate, repress or restrain populations or groups deemed hostile, and includes terror used by ruling elites and that used by terrorists to keep order within their own ranks. The third category, sub-revolutionary terrorism, is a residual type whose aim is less than revolution and which does not constitute governmental repression. Within each type several subtypes are defined, and their historical development analysed. This approach is moderately useful. Mr Wilkinson is able to bring out the continuities in the organization and behaviour of elites and insurgent groups and to suggest tentative parallels between apparently diverse movements such as the IRA and Irgun Zvai Leumi. However, as with all typological approaches, the analysis is essentially static. Kinds of terror are labelled according to the appropriate category with no indication of how and why the levels of violence used by particular groups change. A developmental model of the kind advanced by Perry Thornton, in which the development of terror is split into the five stages of preparation, initial violence, expansion (guerrilla campaigns), conventional military warfare and ultimate success or failure, offers a more dynamic framework for analysis.

Within the limited context of a first approach to a rigorous conceptualization of terrorism, the book is be considered a qualified success. In the wider context of integrating violence into the corpus of political analysis and developing theories of the determinants of choice between violent and non-violent alternatives or of strategies of violence, there is still much which needs to be accomplished.

FREEDOM'S CHAMPION

Peter Watter

Rosa Luxembourg: A Reappraisal. By Lelio Basso. André Deutsch £3.50. 0 233 96638 2.

Mr Basso restricts himself to Rosa Luxembourg's politics in order to emphasize her profound humanism and passion for freedom. Her politics were a consistent attempt to find a way of safeguarding these against the inertia of privilege generated by comfortable party politics and against trade unionism, its parochial outlook and mean conservatism; in short, against the authoritarian attitude and behaviour that nullified the central tenet of Marxist socialism: the liberation of the working-class must be its own act, and a new world the creation of a free humanity.

Her main criticisms of Lenin and Trotsky dwelt on their destruction of public life, on their assumption that they alone knew what socialism was and had no need of correction—on their abandonment of Marx's vision. Luxembourg's struggles against the corruption of social democracy culminated in her championship of freedom against the Bolsheviks, willing as she was to excuse them much owing to inimical circumstances. Mr Basso's account of this is inadequate.

Though critical of some of Luxembourg's ideas, he believes them to have positive value today. But their chief interest lies in her errors. The marriage of humanity and freedom with politics is a self-contradiction. "Politics is the art of the possible framed by necessity." Necessity, however, is *sui generis* oppressive. Freedom (as Marx insisted) lies beyond it. The relevance of Luxembourg lies in cleaving to her humanism and love of freedom, and jettisoning the rest. Basso, clinging to the latter, betrays her spirit and, despite himself, diminishes her: instead of a great fighter for humanity, he gives us a politician.

The World of Measurements
H. ARTHUR KLEIN
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HUMAN, HUMEAN AND PLATONIC

Kitty Mrosovsky

Thomas Hardy: the Poetry of Perception. By Tom Paulin. Macmillan £7.95. 333 16915 8.

Hardy tended to notice, among other things, the translucent effect of sun glowing through flesh—whether through human fingers and eyelids, or through the thin tissue of a rabbit's ear, fired "to a blood-red transparency in which the veins could be seen".

If one or two people are still inclined to think that this sort of observation stems solely from Hardy's rural serenity, Tom Paulin's study will put them right. With Hume, Shelley and Browning open in front of him, he discovers a Hardy who believes, like Hume, that he lives in a world of subjective impressions, but also a Hardy whose humanism makes him distrust the mythical idealism which can result from such a view, drawn though he is into Shelley's poetry, and finally a Hardy who therefore looks for a third option in a Browningesque celebration of infinite moments.

With frequent reference to this trio of influences, a very interesting reading of Hardy's poetry is produced. The positivist side of Hardy's temperament insists that if things exist at all, then they must be visible. But an imaginative undercurrent induces him to "defect" in a visionary direction, to turn his Humean impressions into Platonic shadows. The conjunction of Humean, Platonic, and simply human attitudes results in such a demi-sensuous, intimate image for a past day as Hardy's "rosy as a vein seen through".

But Tom Paulin is particularly convincing when he discusses those poems which, according to his reading, fall short of visionary status and welter in the empiricist predicament. The speaker of "Wessex Heights", for instance, who tries to escape from the "mind-chains" imposed by memory's ubiquitous phantoms, is compared to the mnemonist described by the Russian neurophysiologist A. R. Luria, whose mind comes to resemble a *tabula congesta*, or rubbish dump of impressions.

Unfortunately, a modicum of congestion also impairs the style of Tom Paulin's book. One may find the terms "indisputably real", "accurately observed", "totally convincing", and "authentically there", all chasing each other's tails in the space of three and a half lines. Despite his appreciative comments on Hardy's gently musing tone of voice, his own is relentlessly explicative. And even so, in the course of all the twists in the argument, the word "visionary" never quite gets a chance to smooth itself out: Tom Paulin seems to mean by it both a fusion of fact and feeling, or scene and perceiver—that is, a sort of super-Humean correlation—and also something much more transcendental, providing access to a "timeless reality".

And this brings me to another criticism. I don't think that Tom Paulin is quite skilful enough in reflecting back towards the reader those visionary glints which he catches sight of in the poems. This applies, at least, to the occasions when he discusses Hardy's very best and best-known poems. It's really no more than a naive dodge to fall back on italicizing the word "quality" when pursuing "The Phantom Horsewoman", or to end a discussion of "The Darkling Thrush" with two lines of Browning:

Dauntless the slug-horn to my
lips I set,
And blew. 'Childe Roland to the
Dark Tower came.'

If "This is what the thrush's song means", as Tom Paulin declares, then I wonder that no one ever spotted before that the poems are twin flourishes.

I might, on the other hand, have accepted that "During Wind and Rain" is "both real and visionary", if the point could have been succinctly made. However, by the end of six pages, in which the "they" of the poem—who remind me of the tantalizing, touching, invisible ghost children in Kipling's story of that title—are discussed as a "happy family", their doings compared to the mushroom-picking expeditions of Tolstoyan families, the "worthwhileness" of their aims and the flexibility of their routine scrutinized, I wonder whether this is Hardy or a sociology programme from "Study on 3."

Finally, I disagree with Tom Paulin's insistence on the split between the images of happiness, and the timeless and visionary, reduced to "corroding refrains", "interloping hostilities". It seems to me that one can be visionary about death as well as life. That final line, "Down their carved names the raindrop ploughs" isn't about some sort of rusty negative, about to flake from the bottom of the poem under the impact of a critical finger-nail. Who, more than Hardy, can give so culminating a clarity to the nuances of anonymity?

Despite these reservations, Tom Paulin's book should claim due elbow-room in the increasingly congested niche reserved for Hardyana. It's an intelligent and often sensitive account of Hardy's habits of perception, and of his fascination with both seeable and see-through-able things.

ONE MAN'S MEAT . . .

George Hill on specialization in medicine

Specialized Futures. Edited by Gordon McLachlan. Published for the Nuffield Provincial Hospitals Trust by Oxford University Press £6.00. 0 19 721388 X

In medicine more than any of the professions it is still true that the young man who wants to get on keeps his head down and avoids giving expression to opinions likely to cause apoplexy among his senior colleagues, or indeed to any opinions at all. His fortunes depend too much on favourable recommendations from established men (who correspondingly are able to give free rein to the crustiness and idiosyncrasy which might have been expected to be one of the casualties of a state-provided service).

As far as pay and conditions of work are concerned, things have changed in this respect in the past eight or 10 years. Junior staff have become quite bold in speaking up for their own interests, and recently could almost be said to have made most of the running. They know it is safe to do so because senior doctors have come to chafe against the constraints of the NHS as much as they do. But, in broader matters of policy, the voice of the junior doctor is still little heard, though he may be in a position to see problems that those who usually speak for the profession forget, and he should have the advantage of a fresher eye.

For these reasons a book like Specialized *Futures* promises to be both novel and useful. It is a collection of 11 extended essays by younger doctors on the state of medicine in their particular fields, published in honour of Sir George Godber, who retired in 1973 after 13 years as Chief Medical Officer at the Department of Health. It must be said that the concept "young" is relative, when one essay deals with impressions of a first consultant post (which was also a first experience of practice outside the very special world of the London teaching hospitals), and another reflects on the writer's first decade as a general practitioner.

One or two of the essays plod; one or two are tempted by the opportunity into voicing some truisms rather grandly; nobody talks like a firebrand. But overall the book does give a lively insight into where things are going. A number of themes recur independently again and again, the most striking of which is that of fragmentation. It is the same everywhere in science: as the body of knowledge grows the areas in which a specialist can gain a really profound knowledge become smaller and smaller. Specialties divide into sub-specialties, and there is much prestige and some practical importance attached to the question whether each new offshoot has yet established a claim to separate status.

In the academic world it does not matter how rarefied an inquiry becomes so long as it does not pass beyond reach of communication altogether. In medicine the tendency creates a host of problems in training and organization. It throws an increasing weight on team work, for so many conditions need the attention of more than one specialist. At the outset, the idea of cramming a little bit of everything into the medical student's curriculum is losing favour as it becomes impractical. Yet there is clear evidence that doctors tend not to develop an interest in special fields that they do not come across early. This already leads to severe problems of staffing—in geriatrics, for instance — and such problems are likely to increase.

At least the specialist who has refined a narrow skill to the utmost knows where he stands. But a service composed of such men would be ill equipped to fulfil the maxim about treating the patient rather than the disease. The general surgeon has the responsibility of deciding when a procedure is sufficiently recondite to justify his handing the case over to a specialist—and the specialist to a "super-specialist" like a paediatric cardiac surgeon. The ratio between generalist and specialist within a specialty is determined more by what we can afford than by what would be most effective. On the other hand, there are some departments, such as casualty, where there is no acknowledged focus of specialization, and the team-work may suffer in consequence.

Even the function of the general practitioner tends to fragment, and there is much argument over whether it is desirable for him to acquire pretentions as a "specialoid". It is only natural for a doctor to find himself more interested in one aspect of his work than another, and the growth of the group practice has made it possible to turn this to better account than before. A doctor faced with a case of a particular kind can seek the help of a colleague whose studies have leant in that direction before deciding whether or how to refer the patient to hospital. Up to a point this is healthy, but taken too far it could undermine the adaptability which is so necessary to the GP, and also weaken the lasting personal relationship between the patient and his doctor.

The extra teamwork in modern medicine is not only between doctor and doctor, of course, either in general practice or in hospitals. Paramedical staff, technicians, nurses and social workers outside the health service altogether are all drawn into the team. This raises questions about economy of manpower and about disparities of training, responsibility and reward that the contributors to the book do not really come to grips with. There is only brief mention of different approaches to the same problem indicated by the nurse-practitioner in the United States and the feldsher in the USSR.

The other preoccupation that shows in almost every essay is with making the most of limited resources. One orthopaedic surgeon carefully assesses the different areas of his specialty in terms of cost-effectiveness. The long article on geriatrics returns again and again to how much could be done if only society would provide the resources, and how many savings could be made on long-term care if there was less skimping over short-term treatment. Several writers speak with suspicion of those dramatic procedures which save a few lives at enormous cost. It is depressing to recall that, since they wrote, severe cuts in spending on the NHS have deferred many of their hopes, and that there is every prospect of more cuts deferring them still further.

THINGS PAST

Clive Ashwin

A Social History of Museums. By Kenneth Hudson. Macmillan £7.95 333 14441 4.

Mr Hudson's book traces the social role of museums from the beginnings of limited public access in the seventeenth century to full public involvement and accountability in the twentieth. The 122 pages devoted to this historical account cannot, of course, claim to be fully comprehensive, but, in a field where as yet all too little is known, the book represents a valuable and readable contribution to a topic of the highest cultural importance.

In addition to the historical commentary, the author gives us 50 pages consisting of alternate illustrations of museum interiors and comments upon them. The link between this section, which is extravagantly designed in terms of blank paper, and the main body of the text is tenuous, to say the least. One is left regretting that the space could not have been used for an expansion of Mr Hudson's historical theme. The extensive bibliography suffers from some curious omissions, notably Bazin's *The Museum Age*, which, whether we like it or not, should have been consulted as a text which has had an extensive influence on museology.

The author's view of museums is objective, but far from neutral, and in the classic conflict between the interests of the professional—the scholar, the writer, the student—and the lay public he casts his lot with the laity. His image of museum staff and their ideals is far from entirely flattering.

I found myself questioning some of Mr Hudson's undefended assertions, such as that the top storey of a museum is most suitable for workshops, which does not take into account the weight and vibration caused by machinery and the problems of access for raw materials; or that it has been rare for painters and sculptors to work except on their feet—a claim contradicted by numerous portraits of artists at work.

Perhaps this book's greatest service is to highlight the current dearth of information about the museums' social role, the nature of their public and their needs. One hopes, therefore, that it will be read not only by teachers and those interested in museums, but also by museum staff and directors.

TUTORING

Charles Stuart-Jervis

The Tutor. By Keith Blackburn. Heinemann Educational £4.25. 0 435 80079 5.

Had someone asked me a week ago what aspect of school life had been under researched, under considered and undervalued, I should have replied without hesitation, "the role of the tutor". In no other sphere of school life is so much lip service paid to "concern and care", yet so little rigorous thought given to it, and so little time set aside for it. Here at last is a book of some weight and depth which will do much to set the record right and to correct the imbalance.

A recent book in the Heinemann Organisation in Schools Series, *Pastoral Care* by Michael Marland, paved the way for an in depth look at the work of the tutor in school, and made plain how necessary it is for the tutor to assume a position of real importance and significance in the school organization. Many times, because the role has never been fully discussed or developed, either in school, or previously at university or college of education, the pastoral and academic functions of the tutor have not been apparent to the new teacher and so his potential as guide, counsellor and friend, is never fully realized. Worse still of course, is the situation when a teacher is given the responsibility and has no real belief in what he is doing.

The Tutor is a thoroughly professional job. It sets out to do a number of things, to explain the function of the tutor, to indicate ways in which the tutor may relate to his charges and the school organization, how to develop the position, how to counsel and the thousand and one other things that go into tutoring.

The book's strength lies in its essentially practical nature. One feels strongly that here is someone talking about a job that is more than just an added responsibility in school. Mr Blackburn's feeling for children and his colleagues comes across in the numerous examples he gives of children in difficulties with staff and staff in difficulties with children. He does not posture or give advice from Olympus. What he does is to show that in the constant exchange that takes place between people who are living and working together there is a wide variety of response and that there are numerous ways of approaching this very human aspect of school life. This is a book for every teacher everywhere.

PAPERBACK

VICTIMS OF CHANCE

Norman Evans

The Empty Hours by Maureen Oswin Penguin 45p; 0 14 02 1714 2) is a well-written, informed and informative little book. The sub-title "A Study of the Weekend Life of Handicapped Children in Institutions" shows the reader clearly where he is being taken. Together the two titles hint at the skilful mix of factual survey, evocative reportage and firm points towards necessary developments which characterize the writing.

The first 50 pages provide an admirable and handy survey of handicap and the development of treatment. Most of the rest of the book reports the treatment offered to handicapped children when they are not living in their own homes, in three institutions: a residential school in the country, a hospital and a residential school in the suburbs.

Trained both as a teacher and a social worker, Miss Oswin produces chilling contrasts between the cramped life without privacy or emotional security of the hospital with the temporary home or rich, secure, interesting life of the residential schools. She shows that the facilities and treatment meted out to handicapped children is a matter of chance rather than the result of policy (schooling is perhaps much the same) and she goes on to ask how equal treatment could be ensured. Fundamentally, she says, it is the question of the quality of staff—especially of their attitude.

Among this week's contributors:

Clive Ashwin is senior lecturer in art education at Middlesex Polytechnic at Trent Park.

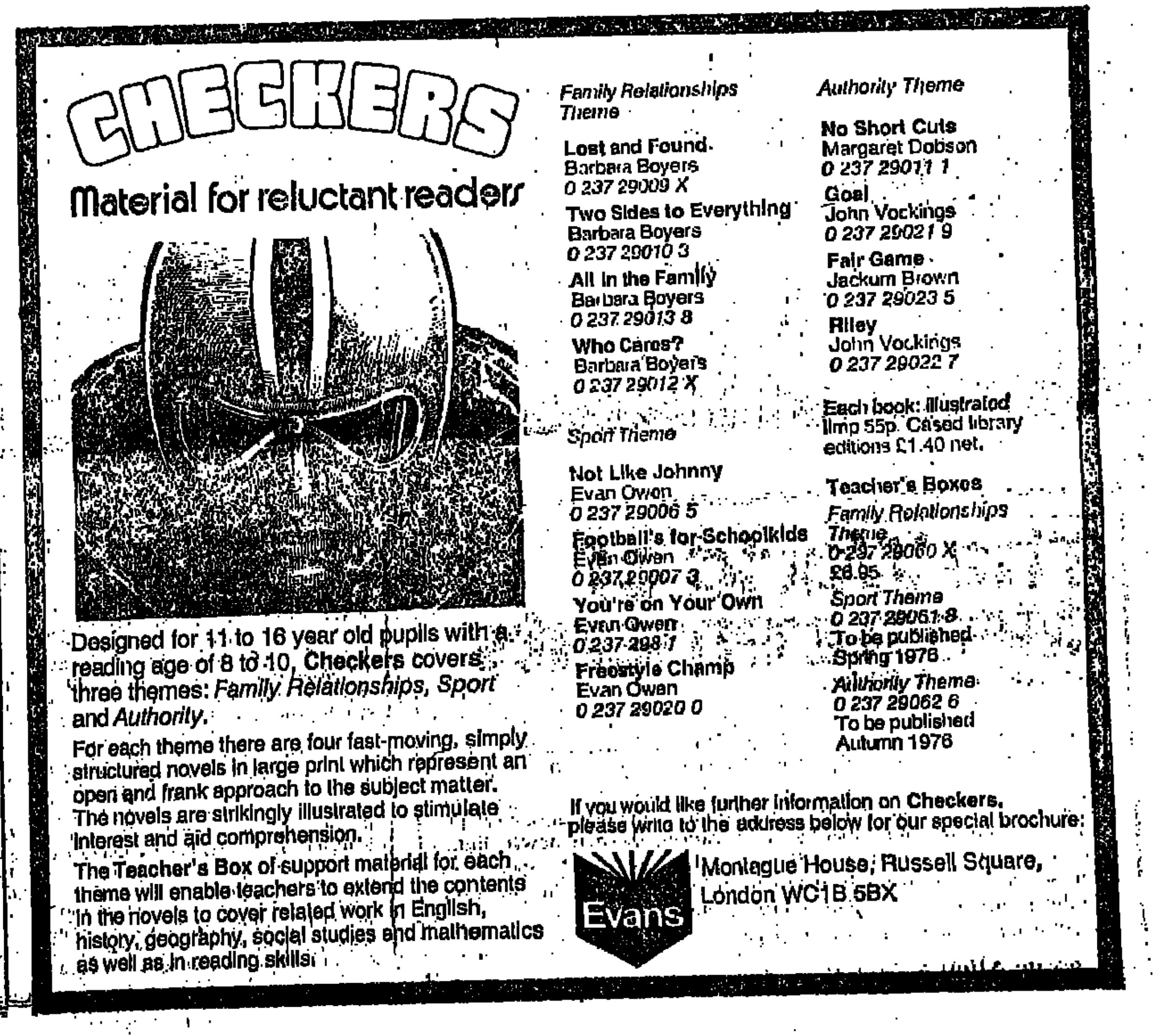
Max Morris is a former president of the National Union of Teachers and is headmaster of Willesden High School.

Peter Cadogan is general secretary of the South Place Ethical Society.

Norman Evans is Principal of Bishop Lonsdale College of Education, Derbyshire.

David Hooper is head of science, Chester College of Education.

D. S. Trickey is principal lecturer in education in the department of history and communication studies, Sheffield Polytechnic.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THE MEASUREMENT OF ATTAINMENT

D. S. Trickey

Techniques and Problems of Assessment. Edited by H. G. Macintosh. Edward Arnold. £2.95. 0 7131 1816 4.

Assessment in Education. By D. G. Lewis. University of London Press. £3.75. 0340 18123 0. *Paperback* £1.90. 0 340 18124 9.

Measurement of human performance has roots deep in antiquity: the Chinese had a complex system of civil service examinations centuries before Christ and tests were an element of the educational system of the ancient Greeks.

Today, school examinations are big business, greedily sucking in an ever greater proportion of an l.e.a.'s education budget to support armies of examination board officers, markers, checkers, clerks and printers.

Examinations, as part of the apparatus of the school life, are a force influencing that life. Some teachers wryly contend that as far as assessment and curriculum are concerned the tail wags the dog and always has done. When one looks at the effects of introducing the 11-plus in the 1920s, the School Certificate and HSC in 1917, the GCE in 1951 and CSE in 1965, it is hard to disagree. In the same way, we can expect schools to be nudged into a slightly different orbit if the common examination at 16-plus, the N and F examinations and the Certificate of Extended Education ever gain national currency.

In the case of the CEE, is acceptance any less than certain? Witness the 30,000 (or thereabouts) subject entries in pilot schemes and the involvement of most of the 15 CSE Boards.

The soaring interest in assessment probably arises from the introduction of a variety of assessment techniques in school examinations and new opportunities for teachers to examine their own pupils. Publishers and authors have not been slow to respond and all-British text books have at last ousted the dominance of American forerunners.

Have these two volumes, *Techniques and Problems of Assessment* and *Assessment in Education*, anything special to distinguish them from their nearest rivals: *Assessment Techniques*, edited by B. Hudson and *Principles of Examining* by J. M. Thyne?

I think so. Macintosh's book is an excellent example of a format used to advantage where chapters are written by individuals with specialized knowledge. Under this format, at its best, the reader meets a refreshing diversity of style; at its worst he encounters an odd miscellany of articles of variable length and erudition. Written for practising teachers, who are among the severest critics, this book has generally been skilfully edited to bring out the best from 14 fairly well known and distinguished authors. But there is a weak spot where a chapter on the application of statistics to measurement overlaps with one on the presentation of results; a combined effort would seem more logical.

The reader is first taken through the techniques of assessment; the use of open ended, structured and objective questions; and then through some of the problems: the assessment of oral, practical and project work, moderation and question banking. The book concludes with perceptive articles on the measurement of attainment for curriculum evaluation and the value for the teacher of research in assessment.

Here and there, there is a feeling of *déjà vu*—several of the authors have produced expanded versions of their articles elsewhere—but as a lively, readable and fairly comprehensive practical guide, the book may well attain the status of a standard work in the decade to come.

Dr Lewis's volume, *Assessment in Education* takes a broader perspective of assessment to embrace tests of intelligence, scholastic aptitude, divergent thinking and also considers teaching assessment. In looking at the wider issues, it becomes more a text for advanced students of education than one for serving teachers and neatly complements Macintosh's selection by covering different ground.

The book is shorter than Macintosh's but sound and sensitively written. The chapters are usually well documented but it is a bit disappointing in a book published in January, 1975, to see so few recent references—none is later than 1972 and only a handful are post-1970.

The author first discusses the contribution of Binet, Hebb, Cattell, Warburton and others in intelligence testing on a one-to-one basis, tester to testee, and then moves on to cover tests capable of being administered to large groups.

In a chapter on examinations, Lewis takes up points not so frequently aired in equivalent books—the curious variation of percentage passes at O level, intermarker reliability and the predictive value of A level grades for success in higher education. It is in this latter area particularly that mention of recent investigations would have been illuminating; one might, for instance, refer to the correlation analysis of Wankowski at Birmingham (1970), the NFER (1973) and Entwistle at Lancaster (1972, 1974).

The work of the NFER and Entwistle is all the more interesting when it shows that despite the optimism of the mid-1960s, scholastic aptitude tests are in general no better at predicting later academic performance than A levels.

If the number of recent reviews of a subject gives a measure of current importance, then assessment of teaching must be at a pinnacle. No doubt the interest has been stoked up by the advent of microteaching which, in turn, has benefited from the ready availability of do-it-yourself portable video kits. Lewis's final chapter on the assessment of teaching looks at interaction analysis and practical problems in the evaluation of pre-service teachers. The inclusion of a glossary of terms and an index is welcome.

Will these books be successful in encouraging a more knowledgeable discussion of assessment issues? Yes, probably; but they don't provide solutions to all the practical problems ventilated from time to time in the correspondence columns of this journal. What is to be done about classes left teacherless during trial school examination meetings, moderation visits and the like, all healthily proliferating? Come to think of it, there's not much comfort here for the deschoolers either.

VISITORS?

Frank Anstis

UFO's and Other Worlds. By Peter Ryan. Kestrel Books £1.30. 0 7226 6804 X.

However sceptical scientists may be about observers' claims to have seen visitors arrive from outer space in flying saucers they cannot hope to stop the flood of sightings of unidentified flying objects. Since coverage of these events in the popular press and on television only serves to increase the number of enthusiastic but unskilled watchers there is unlikely to be any shortage of new sightings. Such sightings, and the possibilities that they encourage for believing in visitations from other planets, are of enormous interest to young readers.

Writers of both fact and fiction have not been slow to exploit this interest, and a great deal of pseudo-scientific nonsense has already been written on the subject. Peter Ryan's approach, in this latest volume of the Explorer series, honestly reflects the intrinsic excitement of the subject without abandoning either reason or common sense.

Beginning with a factual account of some of the more interesting sightings the author shows how often it is possible to offer a perfectly rational explanation of an event which at first defies explanation. Some unexplained observations inevitably remain; but there is no evidence to suggest that they can only be accounted for on the assumption that there are travellers from outer space. The author is wise enough not to suggest otherwise.

In addition to a fair and factual account of UFOs the book contains a brief but informative introduction to the problems of communication by radio with life forms in other regions of the universe. It also suggests how communication will be possible between alien civilizations. Well written and superbly illustrated this book neither deceives nor talks down to the young reader. It is likely to be a very popular addition to the science section of a school library.

INTEGRATING IDEAS AND EXPANDING METHODS

David Hooper

Today's Science. A "Professional" Approach to Teaching Elementary Science. By J. W. G. Ivany. £4.90. *Science Research Associates. Global Book Resources Ltd, 37 Queen Street, Henley-on-Thames, Oxon, RG9 1AJ.*

Many courses for the initial training of secondary or middle school science teachers are unsatisfactory because they are composed of unrelated parts; subject method and the mixture of disciplines called education. All too often science method seems to consist merely of useful hints on the teaching of particular aspects of the subject and, accordingly, lacks theoretical depth. On the other hand, education seems to be made up of highly theoretical frameworks and to students appears divorced from the real difficulties of teaching in the classroom. This dichotomy is, of course, fully realized by most of those in science education; unfortunately staff economics usually require the education component of the course to be taught to a mixture of students many of whom will have little interest in any aspect of science. The trouble is that, in an attempt to cope with the needs of both arts and science students, the principles are too general and cannot easily be related by the learner to the practical tasks they will have in the schools.

A partial solution is to integrate theoretical ideas and the results of educational research into an expanded science method course. This is the approach which has been adopted by the Science Teacher Education Project (STEP) and also in an interesting new book entitled *Today's Science* by George Ivany, Dean of the Memorial University of Newfoundland. Ivany believes in what he calls a professional approach to elementary school science and has successfully attempted to integrate education and science method. The book is intended for the student but, like many good student texts, may also be read profitably by teacher educators. It deals with science at both primary and middle school level but is more suitable for those concerned with the 10 to 13 age range and with less able children in secondary schools.

At times Ivany oversimplifies; for example, as he tries to range widely over the history and philosophy of science. It is just not true that "only one non-supporting observation will challenge and even kill a theory" unless one defines a "non-supporting observation" very tightly indeed. However, even a simplified allusion to the work of Karl Popper is welcome in a text intended for student teachers.

Ivany constantly provokes the reader to think—and at various levels of sophistication. For example, is it true that in telling a child matter is composed of small particles called atoms one is making several incorrect suggestions? And if it is, how far is one justified in making "incorrect" statements to children? One fears that many young science teachers will not have asked themselves such questions as these.

No doubt, just as philosophers of science will find Ivany's philosophy of science somewhat crude, so experts in learning theory will find his account of Piaget, Bruner and Gagné over simplified. However, the student requires such over-simplification and it is refreshing to read simple accounts of the work of major contributors to science education together with adequate references for additional reading.

The heart of *Today's Science* emphasizes different models of teaching. Professional science teachers need to be able to draw on a wide range of methods in order to teach effectively and properly in different circumstances. However, in contrast to the foregoing, the mention of no less than 16 specific models (due to Joyce and Weil) is unnecessary but the chapters on the formal "systems model", the "guided discovery model" and the "open classroom model" are valuable.

Ivany's style is enthusiastic and spirited: aphorisms are scattered among the pages. His remark that "lively minds ask questions; dead ones parrot answers" conveys the whole flavour of his book.

Innovation in Teacher Education: Science Teacher Education Project. By J. T. Hayson and C. R. Sutton. McGraw Hill £3.95. 07 084029 6.

Denys Gaskell of Matlock College recently sent out a questionnaire to the 65 colleges of education which offer main courses in physics, chemistry or physical science. The replies showed that the current contraction of teacher education is likely to have a very damaging effect on science education in this country. Gaskell estimates that if a two A level entry is insisted upon, the number of physical science teachers being trained in colleges of education will be reduced by 60 per cent.

As the prospects for science education diminish still further so the materials available for effective training have improved notably, both in quality and quantity. The Science Teacher Education Project has contributed a wide variety of aids to the repertoire of teacher educators and what is more, has recorded how the rich ores were dug out, refined and distributed.

Innovation in Teacher Education records in great detail the development of the project from the autumn of 1968 to publication in 1974. An important milestone was the granting of funds by the Nuffield Foundation at the end of 1969. In February 1970 invitations to participate were sent out and 218 suggestions for science teacher education activities were received and sorted into topics, each of which incorporated a number of curriculum units.

Following trials, conferences, feedback and evaluation, a wide range of useful materials were published for incorporation into teacher training programmes at home and abroad.

An important feature of the project is the way in which it was initiated from within the profession, employing a very small full-time team and relying upon a large number of people each contributing what time they could spare. Thus trials were not restricted to a few institutions and the project was self publicised in the most effective way. It is to be hoped that the organizers of future teacher education projects will be encouraged and enlightened by this very full account of the history of the project.

Those who took part in STEP will want to read all about it in the words of the coordinators, John Hayson and Clive Sutton. It is to be hoped that the enthusiasm with which college of education tutors contributed to it will not be diminished by the considerable stress imposed by college reorganization.

VAST HOLISTIC VISION

Myra Barrs

English Teaching. By Albert Rowe. Hart-Davis Educational £3.50. 0 219 52011 9.

In Albert Rowe's *English Teaching* some advice on how to approach a book for review is kindly offered. One turns first, it seems, to the index—to see what the book is really about. The kind of entries, and the number of times they appear, can reveal more about the author's preoccupations than the statement of his aims expressed in the first few pages. Perhaps the first impression of the present book for review is best taken from the separate reference section at the back, rather than from the index. Here a staggering range of references testifies to the breadth of the background against which Albert Rowe feels it necessary to treat his subject. The authors he quotes from and refers to include Polanyi, D. W. Harding, Erich Fromm, Gilbert Ryle, Chomsky, Bruner, Halliday, Bernstein and R. S. Peters, but also Milton, Mallarmé, Nietzsche, Sir Thomas Browne, Matisse, Malinowski, Henry Miller and Picasso. There are also 27 references to the works of Albert Rowe.

One's immediate reaction is that it is unlikely that any author could succeed in drawing together these intellectual threads in a satisfying pattern. To read the book is to find this impression supported. It is like being at an intellectual cocktail party, or reading a year's colour supplements at a sitting. The name-dropping is compulsive. The author's aim, as expressed in the first chapter, is to set English teaching in the context of ideas about the world in which it operates. So, he discusses language and learning in terms of physiology, neurology, biochemistry, psychology, philosophy, psycholinguistics, metalinguistics, sociolinguistics, politics and art. There is only time, however, for these ideas to receive the most cursory treatment, and it seems likely that the view of English teaching that emerges from the book would be no different if they were not mentioned at all.

Despite its title the book presents a picture of English teaching which is actually sketchy. The only places where the discussion of classroom practice becomes particular and enthusiastic is in the suggestions for marking, correcting spelling, using dictionaries and, indeed, finding out about indexes. Elsewhere, allusions to possible classroom activities are often little more than vaguely hopeful notions: "Teachers can have much very practical and profitable fun with the concepts of code-switching and linguistic drift, and in devising various ways they can be used in socio-drama."

By the very end of the book, Rowe has still only arrived at a point where he is offering what he describes as the "preamble" to an English syllabus—including the General Long-Term Aim of Our English Teaching (not a notably modest one): "To help all pupils live a fuller and more abundant life, increase their human stature and dignity, and develop feeling intellects. The prize of education is ultimately life itself." This sounds like Speech Day, and the tone—exhortatory, euphonious and vague—is representative of much of the book. The detail and argument that is needed to support such large words is generally lacking.

The English teacher is urged to adopt Rowe's "multidisciplinary approach to English teaching" the better to achieve the sort of broad aim quoted above. Yet the connexions made at various points in the book between ideas from other disciplines and the practice of English teaching, can be decidedly idiosyncratic: "Just as the Pitjendadjara Aborigines of Western Australia, though they fashion only five objects—spear, spear-thrower, wooden carrying dish, stone slab for grinding food, and digging stick—live a religious and moral life of great intensity, so must early man have established a similar religious and moral order, another aspect of that fully human sensibility the Upper Palaeolithic cave art gives such evidence of. The lesson for English teaching seems to me plain." It is this: "Whatever areas of experience the teacher, calling upon all his flair, tact, understanding and learning decides to explore . . . he should strive to help his pupils acknowledge, understand and come to terms with their own sexuality. No more fundamental help towards their humane development can be given." Read in the context of its section this passage makes a little more sense, but only a little. This is the sort of insight which is more useful to the writer than to the audience, and which it is a mistake to try and share.

Many important contemporary social and educational issues are touched on in the course of the book. The author discusses such matters as bi-dialecticsm, the open school, the hidden curriculum and creativity. On all such issues the position taken up is consistently liberal-progressive, but there are unresolved and unrecognized contradictions in the treatment of complex subjects like linguistic deprivation and the democratization of schools. Rowe's attitudes to education and to children are generally humane and optimistic. More is needed, though, to sustain a project so ambitious in its scope as this, a book about English teaching which attempts to squeeze the universe into a ball, in one vast holistic vision. One can, as a reviewer, only respect the intention and report regretfully that it has not been realized.

THEORY AND PRACTICE

David Self

Teaching and Understanding Drama. Edited by Norman Stephenson and Denis Vincent. National Foundation for Educational Research £1.75. 0 85633 073 6.

Teaching and Understanding Drama is an important but ultimately frustrating brief anthology of articles about "educational" or creative drama. Important because it signposts many of the problems which need to be resolved to increase the subject's credibility; frustrating because, while the problems may be clearly defined, few are resolved.

Norman Stephenson's introduction points out that drama is increasingly seen as a way of teaching other subjects and that understanding of its practice and outcome is essential to its proper use. He makes the valid point (reiterated with perception and sense by Nick Otty in a later article) that teachers who use drama must experience improvisation for themselves in order to appreciate its values; and stresses "we need to know more about the way drama contributes to learning, how it relates to social or linguistic development". He concludes: "Many more teachers would incorporate it into their teaching if they were better informed about exactly how it could contribute to their pupils' learning."

Stimulating descriptions of drama in use in social studies, history, language work and English lessons follow — all pointing to the excitements and benefits of drama in particular circumstances. However, these descriptions also lead to the inevitable conclusion that we cannot assess or prove scientifically the value of drama. As is pointed out, drama is about individuals and about individuals engaged in social activity. Such "uniqueness" does not lend itself to the objective measurement or analysis that would give drama universal credence. As the final contributor concludes, we may discover the value of drama for individuals but we cannot research its abstract value.

It is nicely ironic that such should be the honest conclusion of a publication of the National Foundation for Educational Research.

Drama Projects for Secondary Schools. By M. J. Butler. Wheaton. Four pupils' books 50p *each. Teachers' book* £1.50.

Many a one-act play written specifically for schools has a distinctly anaemic, not to say moribund, air about it. Michael Butler's four plays have a vitality that is immediately attractive and (even if the dialogue is occasionally stilted and the action unrealistically compressed) a sense of dramatic form that commends their use with upper middle and lower secondary pupils.

Christmas Journey is set in Malaya on Christmas Eve, 1941. An unusual and telling nativity play, it would be very suitable for a multi-racial cast of older girls. *Died in Action* reworks the death of Nelson with a chorus-like commentary set in a London theatre; *Masque for a Roundhead* is Royalists versus Roundheads; and *Riot in the Links* explores melodrama, music hall and the Industrial Revolution.

Valuable in their own right, these plays also form the basis of extended drama projects. "Each play has two main areas of study: a historical event and its relevant period of theatre history . . . so that a study of the masque, of drama in the early nineteenth-century, of melodrama and Asian drama is possible alongside the wider historical issues." The totally practical and highly useful Teachers' Source Book suggests how the plays might be developed in music, English, religious education, history and in actual drama lessons. There is sane and simple theatrical advice, lists of further source material, suggested links with examination syllabuses.

YOUNG READING

LIFE WITH FATHER

Audrey Laski

Danny, the Champion of the World. By Roald Dahl. Cape £2.25. 0 224 01201 0.

A Dog Called George. By Margaret Balderson. Oxford University Press. £1.95. 0 19 271374 4.

How important is the companionship of a father to a boy of nine or ten? Perhaps I should have closed that sentence with an exclamation rather than a question mark, for both these stories are predicated on its massive importance, explicit in *Danny*, and pervasively implicit in *A Dog Called George*.

For Danny, his relationship with his father is really the only significant one in his life; brought up by him since his mother died in his infancy, Danny does not even want to bring other boys home to play with, "because I had such a good time being alone with my father". A position so foreign to the age of maximum peer-group involvement is only one of the things I find rather disturbing in this admittedly very exciting story.

More troubling still is its inverse morality. I have often complained in these columns of books which preach the author's favourite virtues at the young, but this does not make me any happier about a book which preaches the author's favourite misdemeanours. *Danny the Champion of the World* could well be subtitled "The Poacher's Handbook", since its substance is concerned with the various ways of snaffling a pheasant, which his remarkable father teaches Danny, and the superlative method of making off with a whole shoot which Danny invents for his father.

Poaching is, of course, a time-honoured "good" crime, with associations with romanticism, revolution and country pride, which make it socially acceptable in a way which other depredations of private property are not. Mr Dahl not only puts a strong defence of it into Danny's father's mouth when the boy is shocked to think of his father stealing, he also makes sure that the landowner whose woods are raided is an unpleasant, old-style *nouveau riche* who amply deserves his fate. But though Danny's father is fascinating, and Danny's night drive to rescue him from the gamekeepers' pit had me breathless, I felt more and more that a book which casually teaches the reader how to immobilize cars by putting sugar in the petrol tank, among other dubious skills, is not wholly to be recommended.

A Dog Called George, a story set in Canberra, takes us back to straight morality: the Old English Sheepdog who comes unexpectedly into Tony's life not only helps him to make new friends, develop a new gift, and cope with the sense that his father, working all day and studying all evening has no time for him; it also helps his mother to teach him some valuable lessons in sharing and letting go. Despite this rather crude instruction, and occasional infelicities of style, it is an engaging book, chiefly because of the loving observation of a truly extraordinary dog—"part cushion, part hearth-rug, part floor-mop and part garbage-disposal unit". All the descriptions of the blue-eyed George, manoeuvering his bulk into small spaces or hurling his friends to the floor in uncontrollable high spirits, are delightful and entirely convincing.

And while Mother's lectures on not trying to own people and animals are a little trying, the lesson George teaches simply by being himself, a dog who lives with and loves a spirited old potter but belongs to nobody, is a sound and eloquent one; the author could well have left it to him to make the point.

STILL IN A STATE OF FLUX

Robin Rook

Drama in Education 3. The annual survey. Edited by John Hodgson and Martin Banham. Pitman £3.50. 0 273 00864 1.

A Practical Guide to Drama in the Secondary School. By David Self. Ward Lock Educational £3.70. 0 7062 3439 1. *Paperback* £1.95. 3440 5.

The third annual survey has lapsed into being biennial and it would be a mistake for this to become a habit. The major justification for a survey is its immediacy and relevance. The field of educational drama is still in a state of flux and if the survey loses its sense of urgency it will have lost its distinctive character. By its nature it is eclectic and inevitably the standard of contribution is variable, if each is to be judged by the criteria of permanence many will fail the test.

Part One is devoted to Theatre in Education and ranges from an unenlightening account of educational practice in the Tudor period, grandiosely entitled "Elizabethan England", to a lively and optimistic account of the Australian scene. Sandwiched between are two brief accounts of the growth of TIE in Britain and a monumentally boring if micro cosmically documented account of the macrocosmic American scene.

The second part is equally unbalanced. A shot is fired across the reader's bows by an interview with Peter Slade. Unfortunately it fails to detonate and reads like a cross between an Old Testament prophet haranguing a diminishing band of followers and an actor-manager with no boards to tread. Brian Wilks provides his third and most interesting contribution to the debate on the philosophy behind educational drama and John Allen looks back on his oft-quoted Education Survey with typical detachment and intelligence. Finally there is a somewhat inconclusive enquiry into the effect of violence on children in Northern Ireland as reflected in appropriately stimulated improvisations.

Two interesting accounts of a drama complex for a college of education and a theatre for a university form the hard core of the third part dealing with Spaces for Drama. Since the introduction by Richard Courtney says absolutely nothing relatively briefly and the recommendation for drama facilities in middle schools has the air of fantasy in an age of the educational axe, it suggests that reports of actual achievements are usually more valuable than generalized impressions or day-dreaming.

The standard fourth part on Ideas, Projects, Materials is, as usual, a conglomeration of disparate accounts dependent more on the skill of the writer than the event described. Sometimes the enthusiasm of the teacher is infectious as in the case of Tony Eustance's re-creation of his daunting production of Eisenstein's *Ivan the Terrible*. It seemed a pity to souse the excitement he had generated with a tepid account of its impression on one member of the audience, Ernest Richards. The skill of the writer shows in Katherine Worth's report on the rather esoteric British Universities Film Council Conference whereas Christopher Day seems to do less than justice to the National Festival of Theatre for Young People, 1973. This part represents - perhaps the crucial problem confronting the editors; that the practitioner of practical drama is seldom the best purveyor of [illegible] in print.

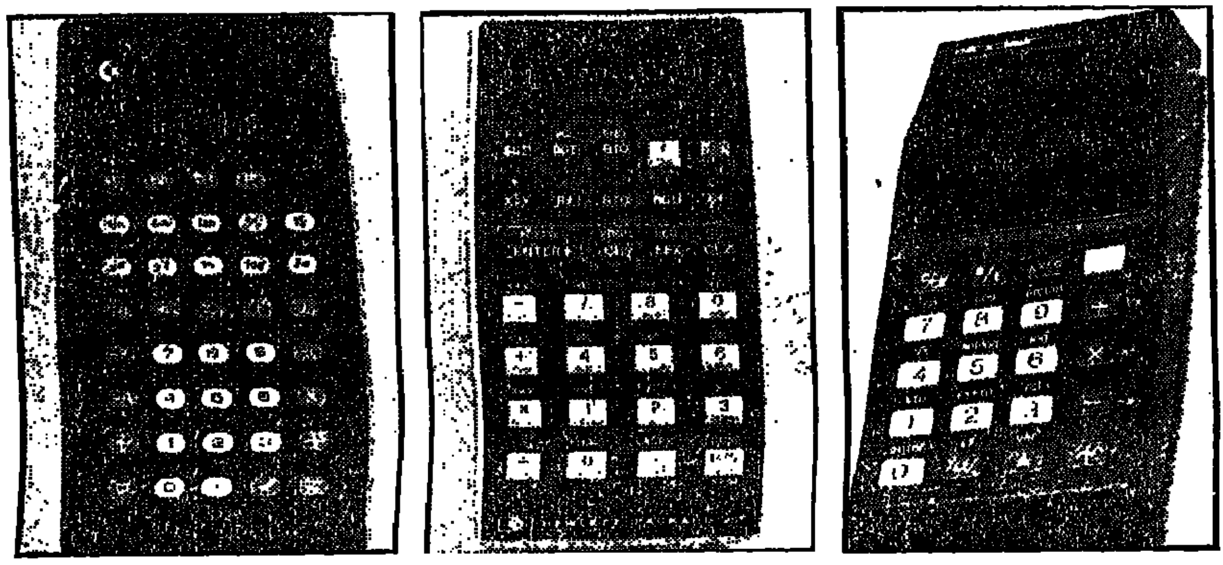
David Self's *Practical Guide* gave the initial impression of being yet another teacher's handbook on drama in the classroom and indeed Mr Self would no doubt modestly accept this classification. However, he writes clearly and unpretentiously about his own considerable experience and supports his views with suitable quotations from major writers in the field. He also provides much useful source material which should greatly assist inexperienced teachers in their preparation. Although there is nothing startlingly new for experienced teachers, Mr Self's good sense will tempt them to continue reading and they may be given cause to consider their own practices by such remarks as, "Some drama teachers seem reluctant to *teach*, to impart knowlerge. Children must be given new experiences in drama, as well as a chance to live out what they have already experienced".

RIGHT BALANCE

Bright Ideas Series: Watch and Wonder. 333 14817 7. *The Circus,* 14814 2. *Red Indians.* 14809 6. *Flying to the Moon.* 14812 6. *The Zoo.* 14815 0. *Round the Year.* 14815 0. *Secret Island.* 14816 9. *Knights and Castles.* 14811 8. *By Edward Ramsbottom and Joan Redmayne. Macmillan* 40p *each.*

The main difficulty in providing reference books for infants is in hitting the right balance between too much information, with its consequent reading problems, and too little. These books incline towards the latter fault but at least two of them (*Secret Island* and *Knights and Castles*) have provided the stimulus for lively class projects. All the books are beautifully set out, clearly printed and very well illustrated and contain a good mixture of information, ideas for creative work and starting points for original writing. The range of subjects includes those things which most appeal to young children and every classroom could make good use of a set.

Ileana Wallington



From left to right: the CBM model SR6120R: the HP-25 programmable, scientific calculator and the Sinclair programmable calculator.

When you are calculating . . .

by John Lewis

Several new calculators have appeared during the last few months. CBM have introduced a new range of four scientific models which should prove of interest to schools. The 4148R with a 14-digit display replaces the best-selling SR36 and has all the functions of that model—logarithms, powers, trigonometrical ratios, recipricals, brackets, pi, etc—plus roots, an extra memory and the mathematical functions of mean, standard deviation and polar to cartesian conversion; all available from 48 dedicated keys! Another useful feature is the exponent shift keys which allow the user to select the preferred power of 10 for his answer. The recommended price, before VAT of course, is £49.95.

Two others, the 6120R and the 9120D, offer the same functions, except that they double up the use of some keys and have a 12-digit display. Prices are £39.95 for the rechargeable 6120R and £29.95 for the 9120D, which runs from a standard disposable nine-volt battery.

The 8120D, at £22.95, does not have the statistical functions of its big brothers, but still offers two memories, logarithms, trigonometrical ratios, powers, roots and pi from its 29-button keyboard on a 12-digit display. Needless to say, all four have algebraic logic and scientific notation.

Two programmable machines using reverse polish logic are also available; the HP 25 from Hewlett Packard at £119, and one from Sinclair at £29.95. On both the keystrokes used in the execution of a calculation are "remembered" and can be automatically repeated for a new set of variables. This can obviously lighten the load for those who have to deal with a series of repetitive calculations in, say, the analysis of experimental data. Of the two the HP 25 is the more powerful with forty-nine steps of programme memory, editing facilities, pauses, skips and branching routines—all from a triple function keyboard which also offers the regular scientific functions.

The Sinclair model, with a large green display, has a linear twenty-four step programme maximum and a reduced number of extra functions. Even so it is extremely useful and can give a good insight into the practice of writing logical programmes. Both machines come complete with a comprehensive software library of standard programmes. Due to the volatile nature of the memories programmes can be lost if the machines are turned off.

John Lewis is an ILEA science advisory teacher.

Simple, rugged, light: a high score on most points

by Chris Morgan

Bell and Howell 3081AV Educator Cassette Recorder. Mains/battery operated. From Bell and Howell, Alperton House, Bridgewater Road, Wembley, Middlesex, HA0 1EG. Price: £32.93 (plus VAT) including vinyl carrying case.

With cassette recorders now as much a part of the classroom scene as blackboard and chalk it is surprising that so few machines are aimed directly at the education market. Fortunately a few manufacturers are beginning to consider the needs of schools and this Bell and Howell 3081AV Educator would seem to answer many educational needs.

The cassette recorder is a convenient way of presenting specific material to a class or group when portability, ample volume and reasonable quality of reproduction are required. In machines destined to be used by children ruggedness is essential, particularly if they are going to be used "on location". Low weight, a carrying case and simplicity of operation are desirable, but quality and volume of output are generally of lesser importance. How does the Educator fulfil these requirements?

The equipment weighs 1.9 kg, which is light enough for carrying from room to room. A strong retractable handle is fitted. Even small children should have no difficulty in carrying the machine "reporter style" if they use the vinyl carrying case with shoulder strap which is included in the basic price.

The machine can be operated from mains or batteries. Standard HP11 batteries provide the internal power source. Battery life seemed about average, but for maximum economy schools will undoubtedly make use of the two metres of double insulated mains lead provided.

The manufacturers give the output power as 800mW. In practice the machine can fill an average classroom with volume to spare.

Plugging in the headphones—a 3½in jack socket is provided—automatically mutes the internal speaker. The quality of reproduction is acceptable for the type of work to which this recorder is likely to be put. If Hi-Fi reproduction is the primary consideration then the teacher will, in any case, be exploring a different price range.

A tone control gives a reasonable adjustment to bass or treble. With audio equipment at the lower end of the price scale the speaker grill and other parts often rattle or buzz at high volume settings, and the operator must juggle with tone and volume controls. The Bell and Howell Educator was remarkably free from any such irritations.

The controls for tape movement and recordings etc are of the conventional piano key type. Record, play and playback controls are coded by means of a small block of colour and a written identification next to the key. It would, perhaps, have been useful to have colour-coded the keys themselves to help non-readers. At least one such machine is already on the market and it will be interesting to see if other manufacturers follow.

The keys on the Educator are easy to operate, responding to light finger pressure. Even a young child should have no problems with them. The three-digit tape position indicator is a valuable feature whether the machine is operated by teachers or children.

The Educator has an internal condenser microphone and an automatic recording level control, but those with a yearning to improve the quality of their recordings may cut out the ALC and set the level manually. A battery condition indicator is incorporated in the recording level meter.

Bell and Howell market a plug-in external microphone as an optional extra. This should be useful for recording interviews or for similar applications. However, the instruction manual does not remind the user that with the remote control microphone plugged in the tape will not move through the machine on command from the keys unless the remote control switch is in the "on" position. Otherwise the instructions for operation are clear, concise and useful.

The most outstanding feature of this cassette recorder, however, is its robustness. Other than the control keys there are no projections to be knocked or pulled off. The volume, tone and ALC knobs are well recessed and the handle is completely tucked away when not in use. A high-impact shock-resistant outer case solves another of the durability problems while inside, the die-cast metal frame ensures a virtually indestructible foundation for the recorder.

Bell and Howell claim that since the mechanism is easily accessible servicing should be easy if the machine needs more than routine attention. This accessibility, however, is not available to inquisitive children.

Chris Morgan works at Newham Teachers' Centre.

A series of overlay transparencies for overhead projectors on home economics has been produced by Griffin and George. Each has a basic transparency mounted on a plastic frame on to which the coloured overlays can be placed. A blank overlay is included for additional comments. Teaching notes accompany the transparencies.

Titles include: "The Nutrients and Their Purpose", "Proteins" and "Precautions when Handling Food".

Griffin and George Ltd, 285 Ealing Road, Wembley HA0 1HJ.

Countryside and town

Vues Sur La France. By Anne Topping. Audio-Visual Productions, 15 Temple Sheen Road, London, SW14 7PY.

Slides and filmstrips are an excellent stimulus for a variety of classroom activities. At one end of the scale they can be used to provoke discussion, to expand vocabulary or just to relax. At the other, they can involve pupils in practising structures, giving commentaries or writing essays.

A-V Productions have recently issued three new sets of slides—*La Ville, Le Transport, La Vie à la Campagne*. The presentation is impressive. Too often producers forget that teachers need material that is easily accessible for use, easy to store, clearly labelled and sturdily built. On all these counts, particularly the neat plastic "pochettes" in which the slides are delivered, *Vues Sur La France* scores high marks.

La Ville (24 slides, £3.96) shows a variety of shops and some typical buildings such as post offices, Syndicats D'Initiative and museums. With only 24 slides, something has to be left out but I should have liked to have seen more shots illustrating the lives of ordinary people—houses, offices, clubs.

In *Le Transport* (24 slides, £3.96) the immediate possibilities are not so wide and there are ample shots of stations, airports, buses and boats. Though here again, everyday things such petrol stations and mobylettes ought, perhaps, to have found a place.

La Vie à la Campagne (36 slides, £5.40) gives plenty of scope for variety. There are shots of traditional industries, pastimes and customs. Crops, animals and a local wedding also feature. Although the standard of photography and reproduction is generally good, the "greens" are just a shade too dull.

Vues Sur La France are accompanied by a multilithed sheet giving frame titles and suggestions for questions. Although many teachers will be satisfied with the disclaimer that they can adapt the slides for their own purposes, more specific suggestions for expansion beyond "Décrivez cette scène" or "Que voyez-vous sur la photo?" could have been given.

Indications, for example, of which grammar points could be practised or of how the slides could be developed for different purposes at different levels in different circumstances. To insinuate that a few random questions in the primary use for *Vues Sur La France* is to devalue their overall impact in the classroom.

Brian Hill

Above: cheese-making in Bonnay. Below: loading the car. Both from "La Vie à la Campagne".

SCHOOL REPORT

Super Vatman is doing very well indeed this Term in all sections of secondary and further education.

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Arabs and oil power

by Michael Naish

Oil. By Roger Vielvoye. 0 305 62091 6. The Arabs. By E. C. Hodgkin. 0 305 62100 9 Jackdaw Jonathan Cape, 30 Bedford Square, London WC1, £1.25 each.

"Arabs and oil—the two words are linked day after day in the newspapers", we are reminded in *The Arabs*, and so it is appropriate that these two new Jackdaws should be published simultaneously. Teachers will presumably look for two main characteristics in these publications. In terms of content, consideration of the political power which oil producers now hold and wield will be expected, while in terms of approach, it might be hoped that ways of engaging the student in analytic, critical and constructive thinking will be suggested.

The two packages certainly provide some treatment of the political question. Exhibit number eight in *Oil* deals with the rise of the shaikhs and describes the events of 1973 when Oil Producing and Exporting Countries (OPEC) effectively demonstrated their power. In *The Arabs*, we are given descriptions of political leaders, from Faisal to Arafat, discussion of the Palestine question, the steps towards Arab unity, power politics of oil and the East-West balancing act.

Certainly the political questions are covered. However, we are told about the difficulties rather than involved in them. We are presented with the author's view, and it tends to be didactic: "Nasser had many good qualities . . . one of those groups of self-proclaimed 'revolutionaries' which the Arab world is so fond of producing."

This is the wrong way to approach essentially controversial questions. We are given a description of Arafat, for instance, when we should have been presented with evidence from the many factions involved in the liberation of Palestine. The description presents a single viewpoint which oversimplifies, and we are denied the opportunity of balancing conflicting views.

These two new Jackdaws are therefore simple expository texts illustrated by monochrome pictures, diagrams and maps, presented in broadsheet form. It is difficult to know how they can effectively be used. Many of the exhibits could be mounted in a wall display, but not all, since some are printed on both sides.

The language, style and conceptual level suggest a sixth-form or college market, where they could be used to supply information and provide a particular opinion, but there are no questions for the student and no suggestions for the teacher as to how the materials might most profitably be used. The information is up-to-date and covers a number of important topics such as conservation and the international balance of power. The design of *Oil* is rather better than *The Arabs*, with less text and more pictures, but the lack of captions can be confusing.

The absence of any sort of inquiry is disappointing, and seems a retrogressive step for the series. The expository, illustrated texts, contrasts strongly with the style and content of an earlier one, taken at random. In number 63, the work of Elizabeth Fry was vividly brought to life by facsimiles of contemporary documents, a ballad on the groans of Newgate and a sinister plan of the jail. It had its expository units as well, but students can get involved in the spirit of her work through the series of questions headed "Think for yourself". No such invitation is offered by these Jackdaws.

Early settlers growing their own maize.

[illegible] drawing attention to themselves as well as to the "vital" economic role of grain, Kellogg's have updated their booklet for children, *The [illegible] Great Foods*. Now in [illegible] colour, it depicts the history of grain production through the ages. It includes a geographical section on the principal grain-growing areas of the world and shows how maize, wheat, oats, rice and rye are grown, processed and manufactured.

A brief history of the Kellogg Company is also given, tracing its growth from the small Battle Creek Corn Flake Company in 1906 to its present-day position of dominance in food manufacture.

Kellogg's Brain Booklet, PO Box 38, Manchester M60 1LJ.

A new Universal Transparency Frame is available from Audio-Visual Productions. The frame is a registration [illegible] suitable for all known overhead projectors and viewers and for all transparencies. It allows any number of overlays to be used in register and extra overlays can be added by simply punching an extra sheet.

The punched transparencies can be stored in ordinary filing cabinets, ringbinders or storage boxes. Only one frame is required for each projector.

Audio-Visual Productions, 15 Temple Sheen Road, London SW14.

P. K. BODEN on geography materials

Limestone landscapes

"Limestone and karst." A. Coleman and W. G. V. Balchin. The Physical Landscape series. Common Ground. 36 colour frames. 1975. £3.00, including notes. Longman Group Ltd.

The explanatory description of karst landscapes presented in this filmstrip, generally appropriate for sixth-form use, is set firmly but not uncritically within the classic framework of the Davisian model of landscape evolution.

The grouping of frames, in order, with the number of frames on each topic is: the origin of limestone (4), surface solution features (6), river action (3), underground erosion (6), cave deposits (5), surface collapse features (8) and karstic cycle of erosion (4). Adequate emphasis is given in the notes to structure and process as well as stage in illustrating the variety of visual, spacial forms associated with karst scenery at or near the surface of the landscape.

The examples chosen to illustrate features are international; less than half of the frames show British landscapes. The advantage of including the best available visual presentation of a form-type is clearly demonstrated by frames of the Mammoth Cave, Kentucky, United States, Somerset, the Italian Alps, the Nullarbar Plain, Australia, and the Causses in France, but the disadvantages of globetrotting are also apparent when trying to develop an understanding of one particular theme.

The mental gymnastics involved in shifting location, environmental context and scale detracts from the study. Some of the themes might well have been developed more effectively using one case study area to illustrate the associated forms in conjunction with frames showing maps and plans.

In spite of good intentions, this strip can only effectively be used to illustrate model, time-dominated, evolutionary presentations of karst landscape formation. It is not a resource base for genuine exploratory study of the relationships between structure, process and stage found linked in real landscapes.

This is a pity because the six and a half page introduction to the notes is admirably clear. It discusses the variables affecting the development of karst on limestone; the solution/collapse debate on doline formation; presents a useful discussion of that critical feature, the water table and a consideration of the merits and limitations of the karstic cycle as a framework for describing and explaining karst landscapes.

The individual frames, almost without exception, are admirable, showing well the features intended, for example: the lithology and structure of limestones, solution basins, pipes, dry valleys, underground channels, cave formations, dolines and uvalas.

Exceptions are frames five and six which, in illustrating bare limestone surface features (karren), show neither background skyline nor any foreground object which would allow the scale of the features to be judged effectively from the frames alone. Incidentally, in the detail of the notes the name Winnat's Pass is not spelt as on the 1:25,000 Ordnance Survey map.

If a geography department does not possess coloured slides of limestone scenery and karstic features, especially outside Britain, this filmstrip will provide a useful collection.

Appropriate technology

Oceania Geography Series. 16 wall photograph sets—four coloured photographs. £5 set. EP Group of Companies, Bradford Road, East Ardsley, Wakefield, Yorks, WF3 2JN.

The publication of these wall display sets of colour photographs, in the style of their earlier Unesco series, by Educational Productions, may seem slightly surprising and even old fashioned now. However, it is worth pondering whether an apparent reversion to what might be seen as the use of low cost "intermediate technology" is the use of appropriate technology.

The format allows simultaneous and continuous display of more than one photograph to individuals or groups, something which the higher cost of several sets of slides or filmstrips and associated projectors may not be able to do as well, even if darkening teaching rooms or areas were available. EP could be offering something of real value in this series, especially to teachers who wish to pursue a programme involving individual or group work by pupils.

Of course, format alone will not sell a series or make it valuable educationally. Both content and price need to be considered. The Oceania series shows eight photographs (two sheets) of scenes in each of the following political units of Oceania—Tonga, Fiji, Papua-New Guinea, New Zealand, Australia, Western Samoa, French Polynesia and the Solomon Islands. Almost without exception, the photographs have been well composed and are

Continued overleaf

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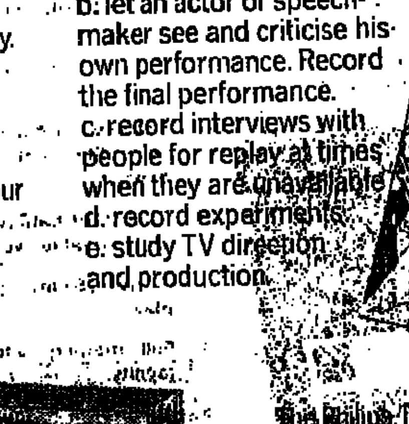

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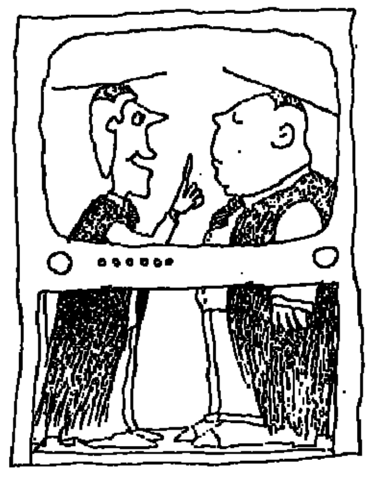
Continued from previous page

clearly reproduced with high definition, on gloss paper, at a good scale. Unlike a filmstrip or set of slides where guidance notes are usually available, these wall photograph sets come without notes. The absence of written information about the intended target population, content or possible use is unhelpful. Even if one assumes the series is suitable for the nine to 16-year-olds, there is little hope that, unaided, a teacher can make sense of all the scenes. The Fia Fia dance of Western Samoa and the pig kill in the set on Papua-New Guinea are unwisely left open for misinterpretation. Notes on the photographs are needed if these and several other photographs are to be interpreted effectively in a geographical context.

This raises the question of how representative the photographs are. For example, the Australian set shows Sydney Harbour, the Nullarbor plain, an interior sheep station, Port Kembla steelworks from the air, Mount Isa copper mines, Alice Springs, a dam in the Snowy Mountain scheme and a fruit farm in the Barossa Valley. Broadly, the other sets seem equally representative, though not all are explicitly capable of geographical study. The picture of the Tongan royal family at a reception would present a pupil with difficulties of interpretation.

One significant feature of the economic geography of the island communities is missing—the impact of air travel and tourism. Otherwise, though some of the close-up shots of people look staged, the photographs present contemporary scenes. They offer considerable scope for the development of sequential question and answer studies in workcard or soundtape form suitable for mixed ability classes working alone or in groups. Cutting up the sets and card-mounting every photograph separately would allow maximum effective use and preserve them over a period of years.

Video production



The Yorkshire Arts Association Communications Centre, which opened in May, is running two evening classes in video production and sound production for the beginner. The video classes make up a one term course based mainly on the use of the Sony ½in portable video unit. The areas to be covered include technical operation, camerawork, interviewing, studio operation and closed circuit installations.

The sound production classes are taken by a professional from radio, and cover simple voice recording and special effects, the operation of a stereo mixer and the recording of live music. The organizers hope the course will be useful among others to individuals and groups wanting to make use of the "access" programmes on local radio.

Further information from Jim Pearse, Manager, YAA Communications Centre, 21 Chapel Street, Bradford.

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Dr. Samuel Johnson

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FRANCES HILL on a New York institute which tests and assesses equipment and materials with a view to helping teachers to choose aids

Delving behind the sales talk

Teachers often spend as little as two hours selecting the textbooks with which they will teach with for at least a year. Their decisions in favour of one book rather than a number of others are frequently based on trivial criteria and perhaps merely on a skilful but superficial salesman's presentation. Yet, research has shown that for 95 per cent of the time a teacher spends in the classroom he will structure his activities round the aids he is using.

It is in these terms that P. Kenneth Komoski explains the need for the Education Products Information Exchange Institute (EPIE), which he founded in 1967 and now runs from offices in New York's Greenwich Village. EPIE's aim is to help teachers to choose their materials with an informed understanding of precisely what they are looking for and how to assess whether any particular item will meet their requirements.

Every two months they publish separate reports on hardware which they test in their laboratory and software, which is thoroughly researched by a team of consultants. Their fortnightly newsletters report recent developments, up-date previous findings and discuss teachers' queries and complaints. For their 2,000 members EPIE provide information and advice by letter or telephone.

'Consumers' union'

EPIE is not yet a "schoolroom word" but their influence on consumers and manufacturers is important and growing. With the drying-up of federal funds for educational materials since the end of the 1960s and the consequent need for more care in school district spending, their function as an educational "consumers' union" has taken on a more obvious significance.

The Institute decides on which equipment and aids to review by watching the market and responding to feedback from members. If a manufacturer intends to give an advertising push to a new educational product, or a number of members write in to complain or inquire about a piece of equipment, EPIE may feel the time is right for a report on all products of that type.

During the eight years since they were set up they have reported on every kind of educational equipment, with the exception of the relatively newly-developed high speed recorder and audio card reader. Products such as 16mm film projectors, which are frequently altered, are given a report every two or three years, while items such as overhead projectors, "which haven't changed much", may have last been reviewed seven years ago.

Equipment is tested in EPIE's laboratory, which is double-shielded to prevent interference from television signals from the Empire State Building and World Trade Centre. Reports are of the *Which?* type, detailing and comparing products' strengths and weaknesses, but avoiding a final evaluation in terms of the "worst and best" of a number of products. Such an evaluation must depend, in the institute's view, on a particular consumer's needs and priorities.

There are occasional exceptions in the realm of hardware—as with light bulbs, some of which last much longer than others without costing more—but "you'd be a charlatan" if you listed curricula aids in order of excellence, says Mr Komoski.

Occasionally EPIE will test one particular item which has caused specific difficulties. "If we get 25 or 30 unsolicited accounts of a particular problem we go out and buy that piece of equipment." The investigation is then reported in *Epiegram*, the institute's newsletter.

Recently a great many complaints that a particular make of sound filmstrip projector was "shredding" its filmstrips led EPIE to discover that the manufacturer "was aware of the problem and had a fix-it kit", but that schools did not know about this because dealers "were keeping it quiet". EPIE was "very instrumental" in making the kit more widely available.

To test software—books and learning kits of all kinds—EPIE assemble a task force of 20 to 50 teachers and university faculty members, previously trained in assessment, and send them on a two-week conference to work "12 hours a day" investigating the materials. Conferences have been held in New York, New Mexico and the Mid-West.

Schools willingly release personnel for these two-week periods, since they benefit from the assessment training the teachers have received. Occasionally EPIE will train experts, whom they feel could make a particularly important contribution in assessing a certain type of product, immediately before a conference begins.

Among EPIE's most successful reports were two published last year on reading materials. More than 1,000 copies were sold, beyond the 2,600 sent automatically to members. Reports on software are the most important part of the institute's work, Mr Komoski says, since of the 300,000 curricula aids now on the American market few are satisfactorily tested by the manufacturers themselves.

Producers who try out their aids with children and teachers usually do so merely "for sales purposes", not in order to make useful revisions. In one case a manufacturer tested a mimeographed version of a textbook in several school systems—so that he could tell teachers he had done so—when the hard-covered versions were already printed and ready for sale.

Teachers, as well as manufacturers, must be educated on the need to improve the quality of aids, says Mr Komoski. Educationists in the United States tend to concentrate on the contents of textbooks and kits and forget that successful form and presentation is vital if students are to learn anything. Teachers are pre-occupied by the relative merits of old math, new math and "aftermath", but neglect the question of whether aids teach any of these systems effectively. "Most materials are up to date in content but in the middle ages pedagogically".

Matter of luck

Manufacturers and teachers also tend to assume that "what sells is good"—whereas what sells, in the educational market, is still largely a matter of chance and luck. A textbook will become a best seller if it is purchased by "half a dozen states", though the purchasing d cisions may be made ignorantly even corruptly. (In Florida last y a commissioner of education indicted for bribery, after tak money from publishers to prom their products.)

In their effort to educate edu tors EPIE have conducted resea into teacher attitudes towards mat ials and their use of them, as well into the merits of the mater themselves. An institute consult recently ran a major study to c cover whether teachers can ident the reading programme they using according to the programm most significant characteristics.

Five major programmes w chosen, and a list of 25 items—of which would identify each p gramme—was given to teache When asked to tick the items cha acterizing the programmes they h been using, teachers showed, their wildly inaccurate respon that they had failed to underst "the basic structure of th materials".

The institute offers informat and advice to members on how select and use aids, and has ass bled a set of pertinent question teachers to ask salesmen about e cational products, to discover wh ther their particular aids fulfill their o classroom needs.

Growing influence

EPIE's overall effect on manuf turers and consumers of educati materials is difficult to assess, b several tangible results of th work point to their growing i ence. In the hardware field th have had a defective audio cas recorder—that could have leak dangerous fluid or caused an ex sion—taken off the market. In realm of software they have t to bring about legislation in C fornia and Florida to the effect manufacturers must test th materials in schools before th assemble them in final form. S lar legislation is pending elsewhe

The institute derives half its in come from grants—from the Fo Foundation, the Clark Foundat the Sloan Foundation, the Li Endowment and the National In tute of Education—and half fro membership fees. Members—9 per cent of which are schools—pa $50 a year, for which they recei all reports and newsletters a individual information in respons to specific inquiries. Reports are sold to non-members at $20 a copy Altogether the institute operates o a budget which is less than th "of one school".

EPIE hope to double their me bership before too long. With a larger budget, Mr Komoski feels the institute's influence could be much greater than at present. "I we operated on a budget of $1m our impact would be incredible."

Technical Director, Brian G. Boucher and P. Kenneth Komoski discuss test results in EPIE's equipment evaluation laboratory.

Ideas,
argument, experiences,
research

TALKBACK

Warwickshire
children taste political power/Epilepsy
and underachievement/
Getting the future down on paper

Junior council

Paul Thomas

After local government reorganization, the small country town of Shipston on Stour in Warwickshire acquired a town council instead of a parish council, a mayor instead of a chairman and a junior town council open to all young people under 21.

At the annual public parish meeting when it was decided to establish a town council it was noted that a greater effort should be made to involve young people in the town's public and political life. Sometime after this meeting, having done a certain amount of groundwork, including seeking the advice of the mayor and other senior councillors, a teacher approached the town council officially to recommend that a junior town council be established.

The response was guarded and wary. In principle it was agreed that it was a good idea, but was it practicable? The council asked that a constitution should be drawn up for consideration at a future meeting.

It was decided that the junior council should consist of 16 young people, who would include representatives of the four geographical areas of the town, sporting and uniformed youth organizations, church groups, the local secondary school, and other young people not included in those general groupings. Twelve representatives were to be elected at an annual general meeting open to everyone. Four coopted members would be chosen to supplement or complement the interests represented. The upper age limit of 21 was chosen to allow overlap with the officially constituted council. In theory, therefore, some members of the junior town council should be members of the parent body.

The town council decided to grant-aid the administrative costs of the operation of the junior council. They also reserved the right to appoint a mentor and to have representatives at all meetings. The junior council would meet during the week following the monthly meeting of the full council in the council chamber. Specific activities might be delegated to them by the full council. In addition, the town council agreed to consider all recommendations from the junior body.

The formal life of the junior council began early this year. Their formative stages were difficult. Although it was agreed that all meetings should follow the standing orders of the town council, several young people felt inhibited by the formality of the meetings, and by the way in which the town councillors present seemed to control the meetings by committee procedure.

Matters came to a head at the third meeting when the town council representatives were asked to leave so that the young people could formulate their own policy. It was pointed out that this was unconstitutional, but the council representatives present were sympathetic to the request and left the meeting early.

Some of the local councillors were alarmed by what appeared to be a streak of militancy. It seemed that there was a clash in the expectations of the two parties involved. The town council favoured a theoretical political education, regarding the junior town council as a nursery for future local politicians. The young people wanted to be involved in politics from the outset.

After a great deal of discussion it was decided that the junior council would meet informally once a month, a fortnight before the formal meetings, to draw up their agenda. This would then be circulated to the full council for their information. The town council in their turn asked for advice on three specific local issues—the siting of a motorway, the use of a swimming pool, and the possibility of introducing civic ceremonies. The mayor attended the next meeting of the junior council to outline his own ideas on the responsibilities of the junior council.

The young people have undertaken certain projects, two of the major ones being the compilation of a comprehensive list of all local organizations offering activities for young people, and editing two pages in the local community newspaper. Some of them still feel frustrated and bored by the formal nature of the council meetings, but most accept it is important to learn rules of procedure if the activities and advice of their council are to have public acceptance.

Perhaps the formulation of a junior council was aided by the fact that the town council in Shipston is not party political. No councillor represents a political party; they are all officially independent. This state of affairs owes much to the council's history as a parish council.

It is true to say that the council are genuinely prepared to listen to the ideas of the junior council when these ideas fall within their general policy. The young people, however, while somewhat frustrated by their lack of political power, are becoming aware that they now have a credible and official voice which is listened to and taken seriously. Local press reporters sometimes attend meetings and the press officer's press releases are often printed.

Paul Thomas teaches at Willenhall Comprehensive, Staffordshire.

Hidden handicap?

Ann Hackney

At least eight children in every thousand at normal schools may suffer from epilepsy. Any teacher may be responsible for such a child.

Educational underachievement affecting one in three of these children has already been reported, and this figure is confirmed by recent studies, supported by the DES, at the Park Hospital for Children, Oxford, a special centre for the treatment of children with epilepsy.

A high rate of educational failure might have been expected in a group of 30 former in-patients now in normal schools. They, like the 30 psychiatric in-patients with whom they were compared, suffered various combinations of handicaps, physical, intellectual, social and emotional. The extent of their educational failure was related to the combination of handicaps, and it was difficult to apportion blame to any one constituent. Teachers, however, usually recognize the problems of this disadvantaged group and their admission to a neuro-psychiatric hospital made sure that various specialist agencies were involved.

More unexpected and disquieting was the discovery of a very similar failure rate among a further 30 children who had never been in-patients. This group was of above average intelligence, there was a bias towards high social class in their families, and their epilepsy was usually so well controlled that teachers were often unaware of it. The children had none of the obvious disadvantages seen in the other group, and yet their rate of educational failure, as measured by reading retardation, was again more than a third.

The behaviour of the group was assessed on a teacher's questionnaire designed to detect deviant behaviour or psychiatric disturbance. These children were much less disturbed than the former in-patients but still showed many signs of minor behaviour disorders. And when they were compared with a normal group of children matching in age, sex and general behaviour (which may have produced some bias) it was clear there was much more retardation and disturbance among the epileptic group.

The most worrying aspect of the situation, however, was that teachers, in reports and interviews, were often unaware of the epileptic children's potential and consequently of their underachievement. Several children of high intellectual ability were described as average or below average, but because their underachievement did not put them into a special remedial category, as often happened with the former in-patients, and because their behaviour was less disturbed, they were not seen as children in need of special attention.

It may be possible to reduce failure and disturbance but not without the active involvement of teachers. Ideally any child with a neurological impairment should receive a full medical and psychological assessment on entering school and at regular intervals later. Teachers would then be alerted to underachievement and have some ideas on how it might arise.

The teacher's main worry may be how to deal with a fit, but epilepsy may affect education in many ways. There may be intermittent gaps in concentration and memory, with or without outward signs; and chronic impairment of certain skills, particularly verbal, is a feature of a child with epilepsy. Absence from school may be higher than average. Anticonvulsant medication may, over time, produce unwanted side effects. Disturbed emotions or behaviour can be an integral part of the epileptic process and may also be the child's response to its own predicament or to the attitudes of those around it.

Teachers who know about the possibilities may be able to help the child to avoid the worst effects. In their reactions to strange behaviour or learning difficulties, they can influence the reactions of other children and prevent a child feeling misjudged. Through their teaching skills, they may be able to devise techniques to suit a child's particular needs. By keeping records of progress they can alert the other members of the assessment and caring team to changes in behaviour.

One would not wish to raise alarm over all children with epilepsy. Many will need no special treatment, but teachers should be aware of the many who do. In the present climate of integration rather than segregation, it will be an increasing part of a teacher's role to deal with a diversity of special problems and needs. More than 80 per cent of the children with epilepsy are already in normal schools. The needs of these children, whose handicap is usually concealed, must not be forgotten.

Ann Hackney is research assistant at the Human Development Research Unit, Park Hospital for Children, Oxford.

Timetabling for life

R. H. Thould

The Psalmist sang: "Lord, make me to know mine end and the measure of my days that I may know how frail I am." A child can measure, analyse, annotate and overview all the days and years of its life on a single A4 sheet of millimetre-squared graph paper, on one side of the sheet allowing one square millimetre a day and on the other side allowing one square millimetre a year.

This timetable of life may prompt children to comments which catch the tenor of the Psalmist's cry: "Behold, Thou hast made my days as an hand-breadth; and mine age is as nothing before Thee."

Sharon, one of a group of 12-year-olds, wrote: "My lifetime so far seems as if it has lasted every year for a million years but on the graph paper it looks very short indeed. I think that I know a great deal but when I look at the paper I feel very small and grown-up no more. My lifetime in comparison with the years behind us and before us looks like a spider next to an elephant."

Allison admitted: "I feel rather funny because you can see all the days of your life going and coming." After reflection Francesca moved from initial unease to confident resolution: "When I look at all the days on my map of life I feel a little uneasy. To think that one little square represents a day makes my blood run cold.

"But I don't suppose it's all that bad. After all if I look at my past years it seems an awful long time and I have a lot longer than that to live. And anyway I know someone who lived to 92 and is still going strong and I'm sure I'll live until I'm at least 80."

Denise pondered: "In one way it would be nice to do a chart for an old age pensioner but in another it would not. It would not be nice to do one because he could look and say: 'Well, I have not got much more of my life left' and every day keep worrying about if he will be alive the next day or not. It would be nice to do one because he could look back on all of the happy years that have gone by".

Tracey wrote scathingly: "Terrible! I never thought it was going to be like that. The 12 years of my life is so short and gone so quick. I hate my graph. I wish I never had to draw it. I will certainly not tick off the days of my life. I would rather forget how long I have to live and just enjoy myself."

Elaine mused: "All my life takes only half a page. That's all—just half a page. It is stupid really when you come to think of it—your whole life takes up half a page. Well, if you take it seriously you should make the most of it, that is the years which are left."

Loraine concluded: "The only thing that matters in life is the fact that you like it." Julia felt that the chart showed her what a short life she had in which to achieve her ambitions. Nicola wrote: "If I look at these squares I feel I want to plan each day different to make more of my life."

Pat found her chart exhilarating: "Every day is full and exciting. I realize how lucky I am to be living and I feel how wonderful it is."

Children's appreciation and apprehension of time-ordered patterns of life develop naturally within near and familiar horizons. For children reasonably content to accept each day as it comes and to forget each day as it goes, explicit analysis of the human situation, in more complex time perspective can be as unnerving or as exhilarating as the prospect from a mountain summit when horizons recede and sense of scale and sense of security oscillate, and vertigo or resolute self-control supervenes.

Conventional chronicle within a history or humanities course can be diversified and enriched by "timetabling for life" on the scale indicated. The basic charts and the variety of data which can be superimposed elicit responses and provoke reactions which can be springboards for sympathetic discussion of the implications of the human situation in the perspective of time.

R. H. Thould is head of history at The High School, Stratford-upon-Avon.

Classified Advertisements

Index to Appointments Vacant, Wanted and other classifications

Appointments vacant

Nursery Education
Headships 34
Deputy Headships Senior Masters/Mistresses 34
Other Appointments 34

Primary Education
Headships 34
Deputy Headships Senior Masters/Mistresses 39
Heads of Department 40
Scale 2 Posts 40
Remedial Posts 41
Scale 1 Posts 41

Middle School Education
Headships 42
Deputy Headships Senior Masters/Mistresses 42
English 42
Modern Languages 42
Music 42
Pastoral 42
Physical Education 42
Other than by Subjects 42

Secondary Education
Headships 43
Deputy Headships Senior Masters/Mistresses 43
Remedial Posts 44
Art and Design 44
Careers 45
Classics 45
Commercial Subjects 45
Domestic Subjects 45
Economics 45
English 45
Geography 46
History 47
Humanities 47
Mathematics 47
Modern Languages 48
Music 49
Pastoral 51
Physical Education 51
Religious Education 51
Rural Studies 52
Science 52
Technical Studies 54
Other than by Subjects 55
Appointments in Scotland 55

Special Education
Headships 56
Deputy Headships Senior Masters/Mistresses 56
Scale 2 Posts 56
Scale 1 Posts 56

Independent Schools
Headships 57
Deputy Headships Senior Masters/Mistresses 57
Art and Design 57
Commercial Subpects 57
Domestic Subjects 57
English 57
Geography 57
History 57
Mathematics 57
Modern Languages 57
Pastoral 57
Physical Education 57
Science 57
Technical Studies 58
Other than by Subjects 58

Preparatory Schools
Art and Design 58
Mathematics 58
Modern Languages 58
Music 58
Other than by Subjects 58

Colleges of Further Education
Directors and Principals 58
Heads of Department 58
Other Appointments 58

Colleges and Departments of Art 60

Polytechnics 61

Universities 61

Fellowships, Studentships and Research Awards 61

Colleges of Education 61

Adult Education 62

Community Homes and Associated Institutions 63

Assessment Centres 63

Youth and Community Service 63

Overseas Appointments 65

Administration
Local Education Authority 66
General 67

Child Care 67

Educational Psychologists 67

Examiners 68

Librarians 68

Ancillary Services 68

Miscellaneous 68

English as a Foreign Language 68

Appointments wanted

Other classifications

Educational Courses
Awards and Scholarships
Contracts and Tenders
Personal Announcements
Exhibitions
For Sale and Wanted and Postal Shopping
Holidays and Accommodation
Properties for Sale and Wanted
Typing and Duplicating

Nursery Education

Headships

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EDUCATION SERVICE
APPOINTMENT OF HEAD:
DUNSTABLE NURSERY SCHOOL

Applications are invited for April, 1976, for the HEADSHIP of this Group 2 80-place Nursery School in Dunstable (salary £4,311 to £4,839 per annum), due to open in September, 1976.

Application form and further particulars from D. P. J. Browning, M.A., Chief Education Officer, County Hall, Bedford MK42 9AP, to arrive not later than 30th November, 1975.

Deputy Headships Senior Masters/Mistresses

SHEFFIELD
EDUCATION
WOODTHORPE NURSERY FIRST SCHOOL

Required for January, 1976, a DEPUTY HEAD TEACHER for this Group 5 school plus SPS. Salary £3,760 to £4,833.

Application forms are obtainable from the Chief Education Officer, P.O. Box 67, Leopold Street, Sheffield, S1 1RJ, to whom they should be returned as soon as possible.

Other Appointments

CAMBRIDGESHIRE
HUNTINGDON AREA
HUNTINGDON NURSERY SCHOOL
Ambury Road, Huntingdon

Required for Easter, 1976, a nursery TEACHER, interested in progressive nursery education and prepared to actively plan for parental involvement. Scale 2 post.

Assistance is given with removal expenses.

Application forms are available on receipt of stamped addressed envelope from Senior Area Education Officer, Gazeley House, Huntingdon, to whom completed application forms should be returned by November 21, 1975.

DEVON
BARNSTAPLE, ST. MARY'S V. (C) SCHOOL
(No. on roll, 181)
ASSISTANT TEACHER (Scale 2) required for January or April, 1976. An experienced Teacher, with nursery training to teach a Nursery Class.

Application forms (stamped addressed envelope foolscap) from Headteacher, returnable by 21st November.

Primary Education

Headships

BARNET
(London Borough of)
Required from April, 1976—
ST. AGNES' R.C. (J.M.I.) SCHOOL
Gillingham Road, NW2 1RN
Roll 302
HEAD TEACHER. Salary Group 6. £5,883 to £6,207 per annum plus London Allowance. The Managers are hoping to appoint an active practising Catholic.

In approved cases assistance may be given by way of housing, the payment of up to 100 per cent removal expenses, and the payment of separation allowances.

Application forms (stamped addressed envelope) obtainable from the Director of Educational Services, Town Hall, Friern Barnet, N11 3DL, to be returned to the Secretary, School Commission, 33 Wilfred Street, London, S.W.1, by 22nd November, 1975.

BERKSHIRE
EDUCATION COMMITTEE
(READING DISTRICT)
MOORLANDS PRIMARY SCHOOL
Church End Lane, Tilehurst, Reading, Berkshire
(number on roll approximately 320 in April 1976)

Required April, 1976, a suitably qualified man or woman for the post of HEAD TEACHER of this Group 7 Primary School.

Further details and application forms obtainable from and returnable to District Education Officer, Royal County of Berkshire, Reading District Education Office, P.O. Box 92, Civic Offices, Civic Centre, Reading RG1 7TF, by Monday, November 24, 1975.

Assistance with removal expenses. Lodging allowance (married teachers only) in approved cases.

BERKSHIRE
EDUCATION COMMITTEE
(READING DISTRICT)
OXFORD ROAD PRIMARY SCHOOL
Oxford Road, Reading, Berkshire.
(Accommodation for 402 pupils)

Required for April, 1976, a suitably qualified man or woman for the post of HEAD TEACHER of this Group 6 Primary School, including a nursery class.

This post offers an opportunity for a person committed to the development of urban multi-racial education in this designated Social Priority School which features in the Authority's major re-building programme.

Further details and application forms obtainable from and returnable to District Education Officer, Reading District Education Office, P.O. Box 92, Civic Offices, Civic Centre, Reading, RG1 7TF, by Monday, December 8, 1975.

Assistance with removal expenses. Lodging allowance (married teachers only) available in approved cases.

CITY OF BIRMINGHAM
EDUCATION DEPARTMENT
HEADSHIP
ST. PETER'S R.C. JUNIOR AND INFANT SCHOOL
Bartley Green, Birmingham 32
(Voluntary Aided)
Group 4 (£4,794-£5,418)
Number on roll 200

Applications are invited from suitably qualified and experienced Roman Catholic TEACHERS for the post of HEAD TEACHER of the above school, to commence duty in April, 1976.

Application forms and further particulars may be obtained from the Correspondent Manager: Rev. P. Rogers, 42, Adams Hill, Bartley Green, Birmingham B32 3QG, to whom completed forms should be returned as soon as possible and not later than 26th November, 1975.

There is a scheme for assistance with removal expenses. (V15279)

BUCKINGHAMSHIRE
AYLESBURY VALE DIVISION
EDLESBOROUGH COUNTY COMBINED SCHOOL
near Dunstable
Appointment of HEAD TEACHER. Applications are invited for the Headship of this school, which has recently been modernised and enlarged, from the beginning of the Summer Term 1976.

Roll 210 boys and girls, up to the age of 12 plus.

Group 4 Head Teacher salary payable; house available if required.

Removal expenses up to £150 payable in approved cases, also a housing allowance for married men teachers unable to find immediate accommodation.

Application forms (stamped addressed envelope) obtainable from the Divisional Education Officer, Exchange Street, Aylesbury HP20 1UH. Closing date 18 November.

CHESHIRE
EDUCATION COMMITTEE
WARRINGTON DISTRICT
WINWICK C.E. PRIMARY SCHOOL
Middleton Lane, Winwick
Warrington WA2 8LQ
(180 on Roll)
Required: May 1976.
HEAD TEACHER (Group 4)

Application forms and further details available from: The District Education Officer, Priestley House, Sankey Street, Warrington. Should be returned by 20th November, 1975 to: Mr F. L. Barton, 2 Falcondale Road, Winwick, Warrington.

CORNWALL
EDUCATION COMMITTEE
Applications are invited from active Communicant members of the Church of England for the following HEADSHIPS:
THE BISHOPS' CHURCH OF ENGLAND (AIDED) PRIMARY SCHOOL
Newquay
Group 4
This new Church School for 280 pupils with a Nursery Unit for 26 pupils will now open in September, 1976, and the appointment of HEAD TEACHER will be from May, 1976.

Previous applications will continue to be considered but additional applications are also invited.

THE ARCHBISHOP BENSON C. of E. (AIDED) JUNIOR SCHOOL
Truro
Group 5
This new Church School for 320 pupils (7-11) will open in September, 1976.

The appointment will be from May, 1976.

Application forms and further details from the Secretary for Education, County Hall, Truro, on receipt of a stamped addressed envelope.

Closing date 28th November, 1975. Completed forms to be returned to: Canon P. B. Tidmarsh, Diocesan Education Office, Alverton Terrace, Mitchell Hill, Truro.

K. Cruise, Secretary for Education, Education Department, County Hall, Truro, Cornwall.

ESSEX
NORTH-EAST ESSEX AREA
GREAT HORKESLEY C. OF E. (AIDED) PRIMARY NEW SCHOOL
Coach Road, Great Horkesley near Colchester
(Roll 110)
(Group 4)
Required, HEAD TEACHER for this new Junior Mixed and Infants' School, from the beginning of the Summer Term, 1976. Applicants should be practising communicants of the Church of England.

Generous scheme of grants for removal, lodging and disturbance expenses.

Closing date: 30th November, 1975.

Further particulars available from, and applications returnable to, the Area Education Officer, Park Road, Colchester, CO3 3UP.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
DUNNINGFORD JUNIOR SCHOOL
(Group 5, Roll 252)
Upper Rainham Road, Elm Park
Hornchurch, RM12 5JP
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London Weighting £267 a ye

There is a scheme for re expenses.

Application forms and further details available from the Director of Educational Services, Mercury House, Mercury Gardens, Romford RM1 3DR, to be returned by 24th November, 1975.

CONTINUED ON PAGE

Derbyshire headship

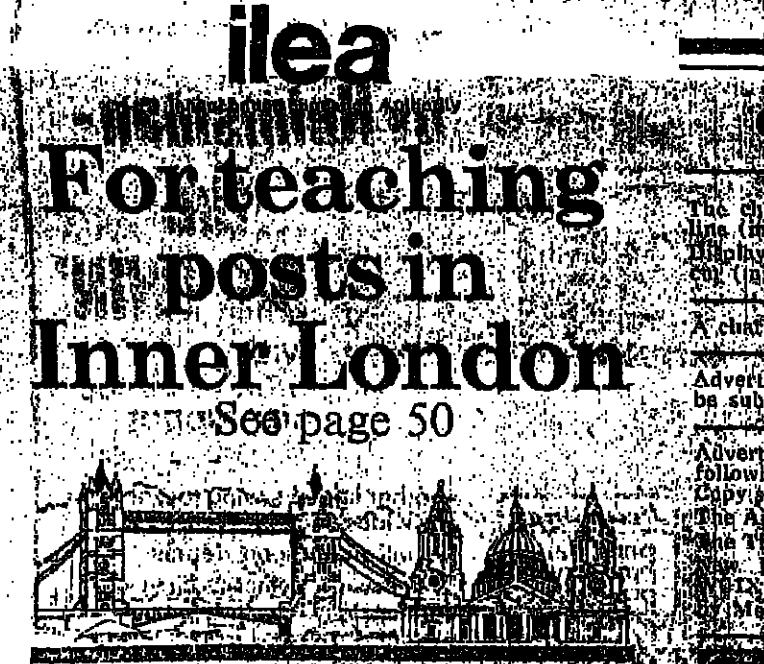
Applications are invited from suitably qualified primary teachers for the Headship of the following school:–

Norbury C.E. (Controlled) Primary School (Near Ashbourne)

40 children GROUP 1

Application forms and particulars (s.a.e. foolscap please) from the Director of Education, County Offices, Matlock, Derbyshire DE4 3BG.

Closing date 21st November, 1975



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Application forms and further details of the post from the Director of Education, Education Department, (TAS) Taberner House, Park Lane, Croydon CR9 1TP. Forms to be returned by Friday, November 14, 1975.

EXTRA

Furniture and equipment review

A five-year-old gets used to a camera and a group of children help to develop their films. In "Life through a lens" on this page, Peter J. Vernon discusses photography in schools.

Safety rules extended

A. H. Crocker on new safety regulations for electrical equipment

Except for a limited number of specified types, Great Britain has never had any specific statutory requirements for the safety of electrical equipment offered for sale. The only legal protection has been at "common law" whereby the purchaser has a right to expect an item purchased to be suitable for use. This situation is now changing following regulations laid before Parliament in August.

In factories, shops and offices, safety of all types of equipment has been covered under a variety of Acts of Parliament for some time, and some local authorities have enacted by-laws concerning safety in public places for which the authority is responsible. More recently the Health and Safety at Work Act 1974 has covered this. But the home, where most personal accident injuries occur, has not been covered, and a lot of school equipment has been designed primarily for domestic use.

Under existing law, any purchaser of a piece of equipment which proves itself unsuitable for the intended and advertised use can seek reparation in the courts by bringing a civil action for fraud against the seller. Equipment which is unsafe is obviously unsuitable for most, if not all, intended and advertised uses and so a case may be brought successfully. But the cost and bother involved deters most people.

Under the new regulations, made under the provisions of the Consumer Protection Act 1961, partly to implement an EEC Directive concerning the harmonization of laws of member states relating to electrical equipment, it is an offence to sell or to possess for the purpose of selling, goods which do not satisfy various requirements.

These requirements aim to ensure, so far as is possible, safety against electric shock, burning or other physical injury. The type of goods or equipment covered by the regulations is any electrical equipment designed or suitable for domestic use (indoors or out) which requires a mains electricity supply within certain limits. The limits are between 50 and 500 volts alternating current, and between 75 and 750 volts direct current.

The enforcement authorities for these regulations are the local government authorities through their trading standards offices (previously weights and measures) under the overall provisions of the Consumer Protection Act 1961. The regulations are to become effective in two stages, on April 1, 1976 in relation to goods sold or possessed for the purposes of sale by manufacturers and importers, and on October 1, 1976, for wholesalers and retailers.

Audio-visual equipment for educational and training purposes is not specifically covered by the regulations. However, a lot of what goes into schools as audio-visual equipment has been designed for domestic use as "home entertainment" products. There is quite a large "grey" area of equipment which in the main would not exist were it not for educational and training requirements, but it may do, and it is not unreasonable that it should. So the enforcement authorities are likely to decide that in these cases they can investigate and act.

However, as the regulations are described as applying to goods for domestic use, those concerned with the purchase of school audio-visual equipment must be especially watchful. Local authorities, it need hardly be mentioned, are hard pressed at the moment and the trading standards offices will not be able to cope with a heavy load of extra work.

Situations may arise whereby at the time that the regulations come into force, an importer or wholesaler may have equipment in stock which does not comply with the regulations. Technically he is in breach of the law and this, coupled with the fact that retailers are likely to be more circumspect about what they take into stock, may make him seek out a customer on whom he can unload the offending articles quickly.

Once domestic equipment which does not meet the new requirements is cleared from the distribution chain, there should be little problem with this type of product. But the problem of the special educational equipment remains. Many record players, radios and some cassette recorders are made solely for schools, as well as filmstrip projectors, episcopes and overhead projectors.

Is this type of equipment to be less safe than equipment designed for use in the home? It is important that local education authorities should apply the same regulations to them.

More and more equipment that is designed for use in the home will carry an approval mark which will immediately indicate that a certain safety standard is satisfied. The mark most likely to be seen is that of the British Electrotechnical Approvals Board for Household Equipment (BEAB), which includes a reference to the safety standard to which the equipment has been manufactured and against which samples have been tested. At the moment BEAB approvals cite BS3456 or BS415. In respect of electronic sound and vision equipment the relevant standard is BS415, and for still projectors there is a special section of BS3456.

Obtaining a safety approval from BEAB or the British Standards Institution (BSI), who run an approvals scheme covering, among other products, office machines, lighting fittings and Christmas tree lights, is expensive and so manufacturers dealing with limited quantities of any one model are likely not to be keen. If one is producing only a hundred or so of, say, a special schools record players in any one year, the costs of obtaining approval will seem to be out of all proportion to the cost of the equipment itself.

Failing formal BEAB or BSI approval, there are alternatives: and in each case we need to trust the manufacturer. One way is for the manufacturer to have a sample product tested against the relevant specifications by a laboratory of approved standing. He could then report to a customer that a sample of model so-and-so has been tested to, for example, British Standard, and found to be satisfactory and that he, the manufacturer, gives an undertaking that all other samples of the same model are built to the same specification. The reason why this is less expensive than full approval is because full approval involves stringent investigation of the manufacturer's production methods and inspection procedures.

The second alternative to formal approval is for the protential customer to submit a sample at his expense to a suitable laboratory. That customer would then receive the report and if that was positive obtain an undertaking from the manufacturer as before.

A laboratory of approved standing for the testing of samples against a safety specification and for the issue of a report on the tests is most likely to be the Hemel Hempstead Test House of the British Standards Institution.

Electrical and electronic equipment is becoming both more complex and more commonplace. There are strong pressures for manufacturers to reduce costs so that they may be more competitive. It is the purpose of the new Electrical Equipment Regulations to ensure that economies are not made at the expense of safety.

Relevant documents: Statutory Instrument 1975 No. 1366. Consumer Protection. The Electrical Equipment (Safety) Regulations 1975. Department of Prices and Consumer Protection. Administrative guidance on the Electrical Equipment (Safety) Regulations 1975. Both available from Her Majesty's Stationery Office.

Life through a lens

by Peter J. Vernon

Children are continually bombarded by images in newspapers, magazines, posters, hoardings, the cinema, and last, but not least, on television. How can we help them to understand our visual media of communications? One method is through photography, which, though it has become a subject in its own right, is often seen as an activity for pupils of lesser ability. Only in the last two or three years has it become an O-level subject.

The most important aspect of photography and filming ought to be the introduction of the camera into the classroom. Modern cameras, still or moving, are so easy to use that technical difficulties hardly arise, and even seven or eight-year-olds can handle instamatic cameras. It is only a small step to handling more complicated equipment.

Many technical rules of lighting, camera positioning and exposure are common to photography and film. And, although the still is quite different from the moving picture, it is the basis of the moving film. A young person who has learned and understood photography has a foundation for being a film maker.

Before a teacher embarks on a project, he must be certain the topic set has been easily understood by, and is within the experience of, the children. The simpler the topic or the subject to be depicted by the film or slide series, the more successful the result. A pioneer in the field of school photography is Mr A. Francombe, who, with the help of Kodak, has developed the "photoplay" technique, which involves pupils in producing multimedia packages.

Examples of projects may include the pupils' school, social activities and life around them, school holidays and leisure. A great deal of preparatory work should precede any of these projects, during which other material is gathered—newssheets, cut-outs, models, samples, etc. Only when the ground has been well prepared are slides planned, discussed and finally shot. With older and more technically experienced children developing and printing can also be encouraged.

An international project on the tree, conducted by ICEM, suggests the following basic criteria for judging these slide sequences: concept or idea; artistic value; educational soundness; uniformity and, only finally, mastery of the techniques.

Experienced children over the age of 10 rarely experience technical difficulties. They get considerably engaged in the topics they are filming, tracking down the subjects themselves, collecting information and correlating and processing the gathered information and results. Many pupils have made contact with people who might prove useful for their slide sequences or film and have gone to see them and interview them out of school hours. Subjects such as our church, our village, our street, the post office, the supermarket, the house in which we live, rivers and streams, the police—as well as scripted short plays and stories—show that the preparation was not the result of unrelated and theoretical classroom discussion but rather the outcome of a direct confrontation with the outside world.

When they collect material for their camera work, children start to look at the outside world with more awareness. They notice things for the first time and find greater significance in them. This skill can be quickly extended outside the limits of their immediate project. This also applies to any kind of project work—display tables, posters or wall charts—but is even more apparent with work with camera.

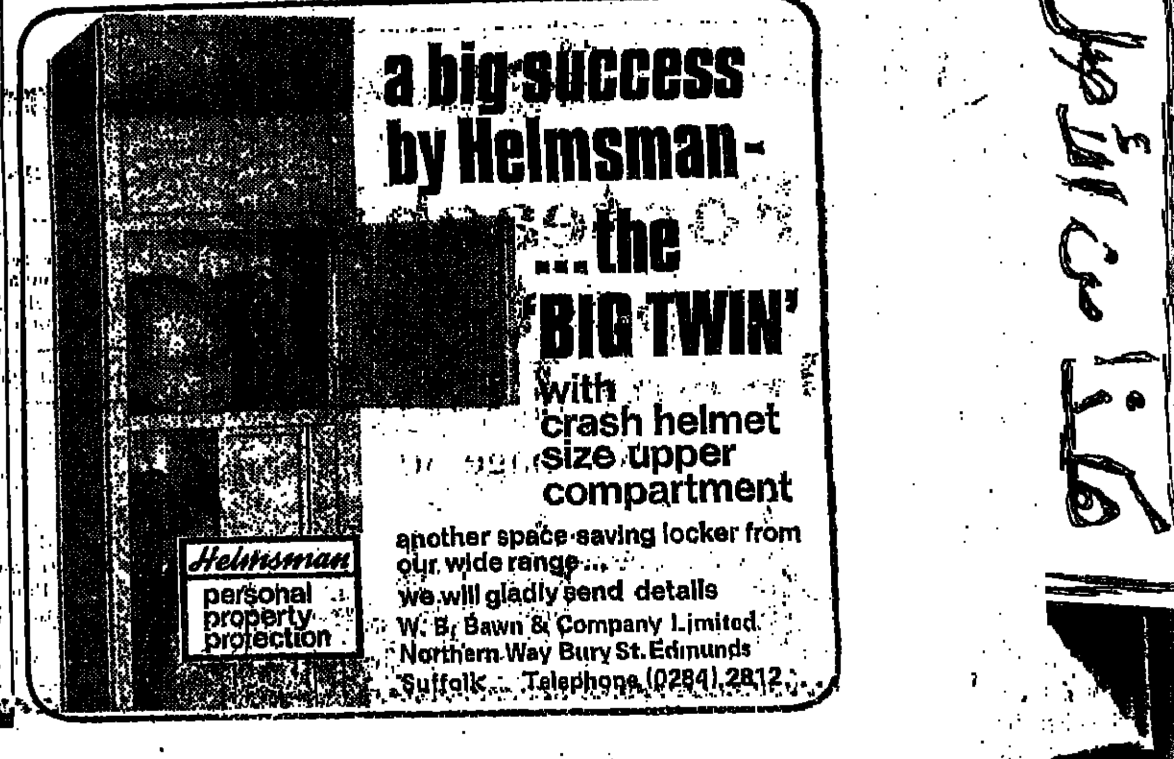
Working with cameras seems to have another effect. Children and young people consider the camera as an extension of the human eye, exercising their observational abilities. They become more aware of their surroundings, learn to distinguish between principal and secondary issues, and also become aware of different aspects of human behaviour. Photography often encourages social awareness.

An important indication of this is the fact that many projects stimulate the interest, and even participation, of parents, and in some smaller schools nearly the whole community.

Film work not only consolidates existing knowledge in many subjects but also stimulates the search for new material. One school prepared a film on a basic physics subject. The film showed great gaps in the students' grasp of the basic principles. This motivated them to repeat their own studies in order to eliminate these gaps.

The ideal number for a small slide or photo presentation would be between six to eight pupils: a larger film project would require between 12 to 15; and a film project can be

Continued overleaf



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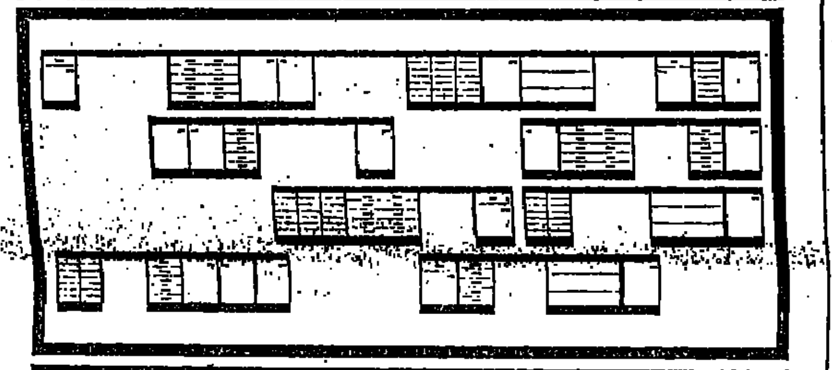

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CFG reorganizes

The effects of local government changes. By Anna Sproule

In the days before local government reorganization, the Counties Furniture Group were a school supplies consortium of 44 member local authorities. Now, after the reshuffles north and south of the Border, they are only 36. But the group—who, last year, were understandably concerned about the effects reorganization might have on their operations—are not complaining; they have in fact maintained the *status quo* where membership is concerned; and in Scotland members have actually increased.

Last year's reorganization in England left the group somewhat diminished, though most of their former full members stayed on the list (founder-members like Salop, West Sussex and Northamptonshire, along with other old CFG hands like Essex and Cheshire). Some of the missing are accounted for by the re-titling or amalgamation of various areas—one of the CFG pioneers, Worcestershire, for instance, now appears under "Hereford and Worcester"; Southend has become part of Essex; Denbighshire is now called Clwyd.

But when last year's dust had cleared, some names were found to have been irretrievably lost. Full member Pembrokeshire had gone to Dyfed, who do not belong to the group. Another full member, Blackpool, had been swallowed up in the vast non-CFG county of Lancashire, while two associate members—Merthyr Tydfil and Reading—vanished in much the same way. In England and Wales, therefore, the score was four down.

In Scotland the old counties and county burghs were redrawn and amalgamated into 12 regions. Of the two former CFG outposts, Glasgow vanished into the super-region of Strathclyde while Ross and Cromarty were split into two—the mainland area went to the Highlands Regional Council, while the former county's slice of the Hebrides became part of the new Western Isles area. What, in CFG terms, was going to happen to them—and, indeed, to the potential customers that the changeover had created?

The group wrote to all the new local authorities, introducing the consortium concept, the group's range of designs, and their aims. (These, as laid down in the group's new draft constitution, are fivefold: "to investigate and define the furniture needs of local education authorities; to design and provide an integrated range of furniture to assist in meeting such needs; to achieve a high degree of standardization and so gain the benefits of quantity production; to arrange manufacture and supply of furniture for the benefit of members; and to disseminate information on furniture.") At the same time, the Educational Supply Association Ltd, who make 80 per cent of the group's furniture, staged an exhibition in Edinburgh.

The first reaction was not long in coming. Not only did the Highlands Regional Council indicate they wished to become a full member; the Western Isles did, too.

The next development was an application for full membership from an area that CFG had had no dealings with—the Orkney Islands. And they were followed by a similar move from another complete newcomer, the Shetlands. Of the other Scottish authorities, two have told CFG that they do not wish to join; two have been non-committal; and two have expressed an interest tempered by the wish to see how their affairs look at the beginning of the next financial year.

That left Strathclyde, the authority who include CFG's other former Scottish member, Glasgow. Earlier this year Strathclyde agreed that Glasgow should continue with the CFG until their five-year membership ran out in 1977.

Recently the education committee of Strathclyde agreed that the regional council should, as the proposal put it, "take advantage of the original membership fee paid by the former Corporation of the City of Glasgow and apply for full-group membership embracing the Region as a whole with a consequent commitment to meet an annual fee related to the value of orders placed only for the balance of the period until 1977 to permit of a full review being carried out . . .".

An encouraging feature of the Scottish involvement is the fact that all the island customers have given their support in spite of the extra transport costs. (The same is true for the State of Jersey, a new associate member.) "The islands", says Mr Neil Cadman, CFG assistant secretary, "buy furniture at the same price as Shropshire, but a special cost for transport to the isles is added. We've found no way of subsidizing this as yet."

This, however, has clearly made no difference. Nor yet has another, more idiosyncratic, cause for possible complaint north of the Border. One CFG member there has reported that some of the group's furniture is too small: "Scottish children", Mr Cadman has been told, "are far brawnier."

It has, in fact, been Scotland's year where the group are concerned. The only new full member gained in England during the period has been Lincolnshire. And Scottish participation makes a bright point in a picture that, for CFG as for so many others, has been on the grey side.

"The year", says the group's 1975 report, "has seen a further deterioration in the nation's financial position, and consequently a reduction in the purchasing power and requirements of local authorities. It seems that this trend will continue. . . . The immediate future does not look encouraging." The report also points out, though, that it is in the group's best interests to extend the market for CFG designs and products as widely as possible—"not merely within the United Kingdom, but in world markets also". And, indeed, the interest of an island even more distant than Shetland's, Unst has been won: CFG have sold a licence to produce group-designed furniture to the Government of Jamaica. The royalties on the design return to the group, the designs get a new showcase, and—with luck—customers still farther afield will be attracted.

Award for desk unit

By Gillian Thomas

An adjustable chair and desk unit for disabled schoolchildren has this year won one of the two £500 Mitchett awards which are presented annually by the British Steel Corporation to final-year students in industrial design at the Royal College of Art for projects which incorporate an imaginative use of steel.

The design marks a big step forward in classroom furniture for the handicapped. "When we were asked two and a half years ago by the Counties Furniture Group to look into the problems of these children, the lack of adequate provision was immediately obvious", explained Nicholas Rainey, who received the award with his co-designer Margot Worgan. Both are 25.

"Worse, there seemed to be conflicting opinions as to what was needed, but after months of research in both schools and hospitals we came to the conclusion that there were two basic requirements—a work-surface and a seat, both completely adjustable in height and angle".

The simple desk and chair which they eventually evolved are made of pre-formed, easily washable plastic and slide up and down on steel frames. The desk which can be set at any angle has a double working surface. One side is for writing while the other has a deep rim round the edge to prevent things like sand sliding off.

"We purposely kept the design as simple as possible because we thought this would encourage teachers to use it regularly. Anything complicated is likely to get put on one side in a busy classroom", says Margot Worgan. "But the basic idea can easily be added to and we are at present working on further developments like head and foot rests and a storage system. In fact we are using our award money for this."

Twenty prototypes of the basic chair have been produced and are being tested in special schools throughout the country. If reports are favourable and local authorities give their support by placing orders, batch production could go ahead early next year. The price seems likely to be around £50, though D. A. Webb, chief designer for the Counties Furniture Group, hopes it may be possible to pare this down. The award itself he sees as emphasizing the importance of designing special equipment for handicapped schoolchildren. The group have commissioned Newcastle Polytechnic to carry out a year's research into the subject.

Continued from previous page

an excellent exercise in pupil co-operation. Group activity is one of the main features of photography or film projects. Decisions have to be made at all stages of the project, [illegible] choice of location, actors, camera angles, long or short shots, lighting, and finally the editing of films and/or selection of slide sequences. The conflicts which often result have to be worked out. It is noticeable that many pupils who are usually reluctant to come forward in other school activities are keen to take part in slide or film projects. They often stimulate work outside normal school hours and develop the integration of the subjects.

I do not want to touch too much on the technical side of using still and movie cameras in the classroom. Kodak Educational Services have published some excellent brochures and teachers' guides on photography and filming, and other manufacturers and publishers also offer handbooks and technical advice. Under the auspices of the Department of Education and Science, national organizations such as EFVA, film and photographic courses are offered. Many local authorities organize introductory and advanced courses for teachers.

It only remains for the teacher to choose the best method of introducing this work into the classroom, according to his own abilities and, more important, according to the interests and abilities of his pupils. Work with cameras can provide a good basis for a critical appreciation of what the cinema and television has to offer. Once a pupil has worked on a slide selection, or a short film project, and has discussed lighting and camera angles, he will realize what can be done professionally with intelligent editing and deliberate scripting, how one can emphasize or play down a point by lighting and many other tricks. He will realize what our commercial communicators can do, and are doing, to influence people, especially in the media to which young children are most exposed.

The next logical step after the introduction of slide cameras and 8mm film cameras would [illegible] production of video recordings or 16mm films, bringing in [illegible] (A slide-tape presentation could also achieve this.)

In this world of constant change, of ever increasing emphasis on visual impact, the introduction of cameras into school activities could become a valuable tool for our young generation in visual awareness, thereby helping the citizens of the future to a fuller life.

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Medium for independence

Alec Parks on the many uses of cassette tape recorders

sette tape recorders can cost as le as £12 or as much as £400. the cheap end is the most basic ording and playback machine in no with a very low output, and the other, excellent stereo equipat capable of about 3w output, ich is adequate for use in a ool hall and for most other educational purposes.

In between are many different pes of cassette tape recorder, dio-cassette tape recorder, stereossette tape recorder or stereodio-cassette tape recorders.

Most educational needs, however, can be met easily within the price range £15-£25, as mono mode and basic equipment is entirely satisfactory for this purpose. Moreover, children can handle this equipment without difficulty.

The most popular recording medium is the compact cassette and while many attempts have been made to introduce equipment for other media, they have not been so successful commercially.

Very specialized apparatus will always be used in schools. The Language Master, which uses strips of sensitized tape on cards for reading support work and as an "audio dictionary", and the Audiopage, which uses a card with one writing surface and one side sprayed with a sensitive recording surface, are examples.

This apparatus has a sound head which follows a spiral path, and is most useful for applications when a short playing time is adequate.

What the compact cassette offers, however, is not only simplicity and flexibility, but a most efficient way of applying more teacher time to each child. As pupil-teacher ratios now range from between 30 to 35 in primary schools and up to 30 in secondary school classes, teachers have to take notice of any aid that will enable them to divide up classes into smaller groups.

One cassette tape recorder, sets of headphones and a junction box enables the teacher to hive off one group. Another group can be occupied with an inexpensive playback unit (costing about £10, or even less on an educational contract) plus another junction box and more headphones.

Independent activities reinforce skills and knowledge and also help the pupil to build up his expertise and confidence. The audiocassette allows the teacher both to tender to the needs of the individual child and safely to allow him to work alone.

The conventional recording of broadcasts is the most obvious use of the cassette tape recorder. With equipment costing around £20 a teacher can get good reproduction on an external speaker, which is quite adequate for the needs of 20 to 30 children so long as the broadcast is designed for passive listening rather than intended to stimulate activity or movement of some kind. For this type of lesson reel-to-reel tape recorders are normally used.

To get the necessary wattage — well over two watts — a more expensive tape recorder is required. But the would-be buyer should remember that for more output he sacrifices portability, versatility and convenience.

Many children of high reading attainment need constant challenges, but the BBC broadcasts, which are allied to set books generally, aim at an average reading standard. With a recorder, however, the teacher can allow the good readers to follow a programme which goes at a faster pace, which can be followed with comprehension questions. This enables the bright children to do harder work in an unobtrusive way, while the teacher is dealing with the other group.

The compact cassette recorder is also useful for individually planned support programmes for the slow learner. An example of this type of activity is to use cards with different bands of colour at the top on which are written word lists in conjunction with comic strip stories employing a simple and limited vocabulary in the "speech bubbles". A recording is made which takes the pupils through the word lists, card by card, and then through the comic strip and back to the word lists.

This sequence is interspersed with snatches of music and conversation aimed at giving the feeling of one-to-one relationship. The pupils can go at their own speed and repeat the exercise as many times as wished.

Educational visits can be made more interesting and effective by using cassette programmes. Recently my school devoted most of three days' activities to a planned visit to Hadrian's Wall. Taped programmes enabled us to divide activities into four groups.

One programme was based on a filmstrip, another dealt with sets of slides and a third with picture postcards and booklets. The fourth activity was related art and handwork. Each group moved from task to task and thus before the trip the children knew a fair amount about each day's activities. The tape recorders were used again during the follow-up stage.

Most of the uses so far described would be equally applicable in conventional or open-plan types of school. Where cooperative teaching techniques are developing in a semi-open plan situation, there is a need for rapid liaison. Using a cassette tape recorder placed in a convenient central location, each teacher wanting to add a comment to the day's developing activities can record it readily.

Playing back the items at the end of the day allows time for thought and helps to knit together the web of liaison.

One word of caution: a pair of phones can cost between £2 and £3 or six times that amount. Expert advice is needed on two points. First, on what is called "matching": the impedance of the headphones must match the output impedance of the tape recorder. Second, headphones must have an efficient volume control.

Cheap headphones often look very much like their expensive counterparts, but when plugged into certain tape recorders give a volume which can be physically harmful to children, and can also damage the tape recorder. So long as you get good advice and have any appropriate modifications made, most sets of headphones can be used with most available tape recorders, but care is essential.

Though the cassette tape recorder is an especially important item of equipment now so far as teaching techniques are concerned, it is also worth giving a quick sideways glance at its "first cousin"—the "cassette player" which only plays back and does not record.

It is inexpensive and simple to use. If taken seriously by manufacturers and treated, by them, as an investment in education, this piece of equipment could spread rapidly through schools at a contract cost of around £10 a unit or even less. Two, or even three, cassette players might be purchased for the same money as one cassette tape recorder.

When it is possible for every teacher to have one or more cassette tape recorders and three or four cassette players, teaching techniques will adapt to the needs of small groups and the teacher's efficiency will be increased because he will be performing one function personally and two more on tape.

Note: If you write to The Council for Educational Technology, 3 Devonshire Street, London W1N 2BA, you can obtain User Specification No 4, Cassette Audio Tape Recorders and Playback Units, which gives a careful summary of the users' needs.

Alec Parks is Headmaster of Ellison County Primary School, Peterlee.

Flexible approach

There is a now awareness of the need to design schools which will readily accommodate educational uses for a considerable time ahead. Thamesmead Secondary in Greenwich represents a practical application of current architectural and educational principles which embody a flexible approach to learning.

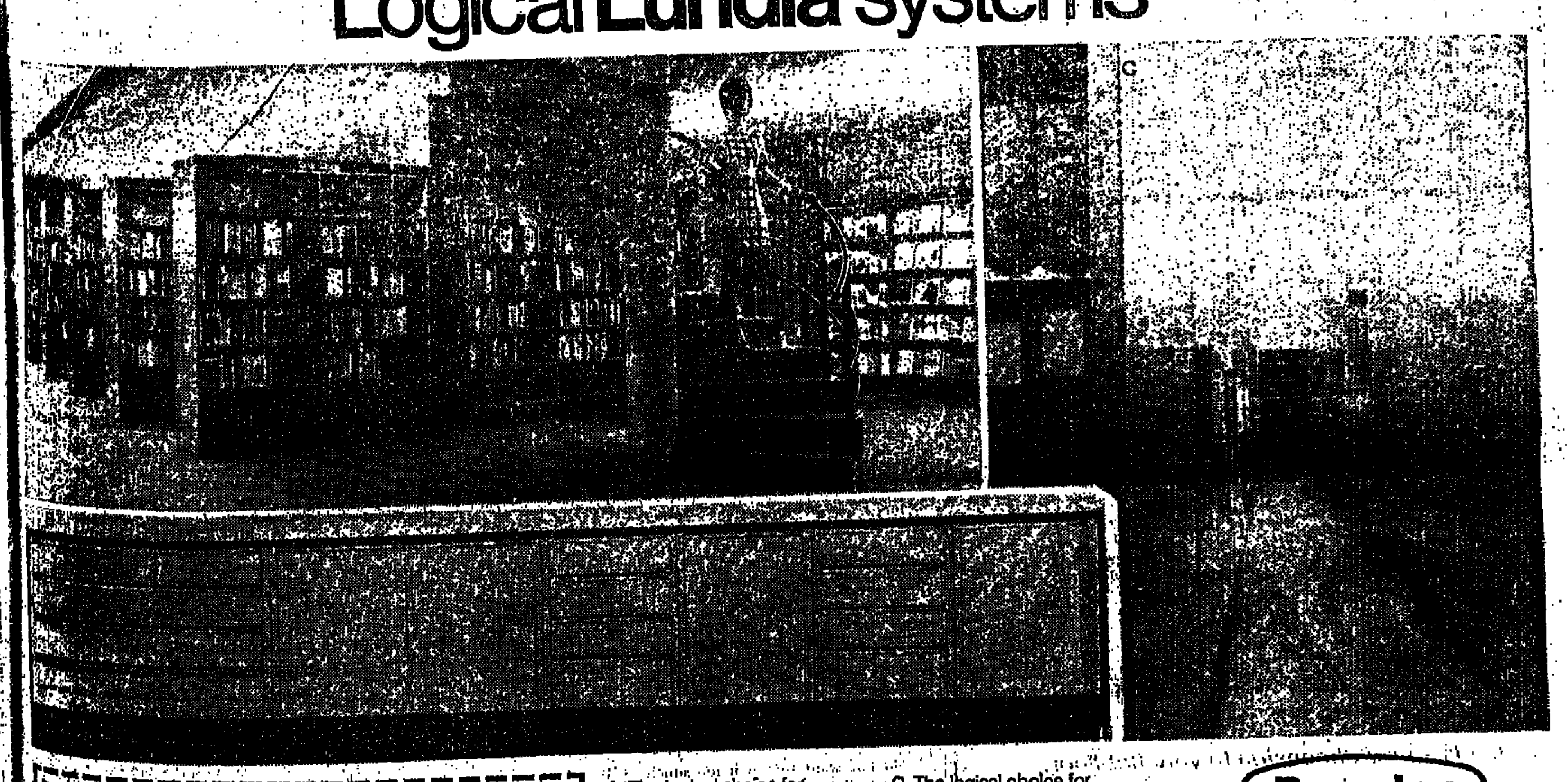
Designed as an eight-form entry school for 1,450 pupils, stage one of the project will be completed next spring. This upper school for 750 pupils, a single-storey teaching area, can best be described as an "envelope" in which the internal space is delineated by furniture.

With such a deep open plan, the selection and layout of equipment is critical. The furniture must provide a degree of informality and be adaptable to team teaching methods and integrated studies. Related research projects, undertaken by individuals or small groups of students, may involve specialized equipment. To fulfil these requirements, the furniture for Thamesmead was carefully selected from both standard GLC designs and proprietary items. Some articles had to be specially designed.

The result is a coordinated system. In practical terms, this means that work surfaces and benches can be arranged in various combinations, often linked, to suit a flexible curriculum. Trolleys which ferry supplies from central storage areas tuck under table tops. The bins and trays which stow work materials fit compactly into all storage cupboards. Chalk and marker boards can be mounted on the free-standing storage units which, together with the students' lockers, define the circulation routes or corridors.

For the most part, colours are low key so that numerous items of furniture can be easily integrated. To simplify the planning of the interior, service points for gas, electricity, water and drainage were devised with, rather than before, the furniture layouts.

Logical Lundia systems



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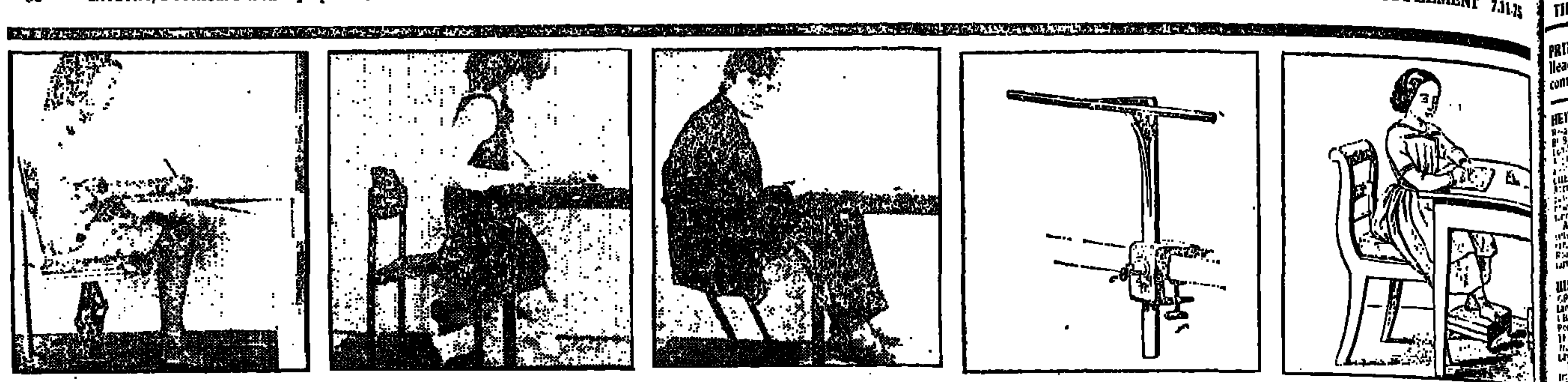

Above: the "ideal" posture, and how it more often is. The drawings show the German Geradhalter, invented in the nineteenth century to keep children's backs straight while working and, below it, Dr Aage Mandal's chair with tilting seat mechanism for children's greater comfort.

Homo sedens: theory and reality

Bryan Scriven takes a fresh look at ergonomics and examines the findings of a Danish doctor

In no other field of human activity is there so much of a gap between theory and practice as in teaching. Numerous articles and letters, written over the years, in *The Times Educational Supplement* bear witness to this state of affairs. This gap is further apparent in the design of school buildings. There are plenty of examples—things such as "closed" teaching in open-plan schools or architect-designed biology pools whose only aquatic life is tin cans and wet toffee papers. But nowhere is the difference between theory and practice more apparent than in the design of school tables and chairs.

The approved design of tables and chairs is laid down in British Standard 3030. This standard was defined in collaboration with the Department of Education and Science, Architects' and Buildings Branch, who surveyed children's stature and limb dimensions. Similar standards are used by all western European school authorities and are embodied in their national standards for school tables and chairs. Standards based on these models will shortly be adopted as part of an international standard for school furniture.

The "ideal" sitting position, leading to an ideal design of chair and table, as set out in the British Standard, is as follows:

backrest giving support in the lumbar region of the back.
no undue pressure between the thigh and the front edge of the seat.
sufficient clearance between the thigh and the front edge of the table.
elbow at, or slightly below, table level.
feet flat on the floor, lower leg vertical or slightly extended.

Teachers, or anyone visiting a school, will see about one in a hundred children actually working in this position.

A Danish doctor, Aage Mandal, has just published a book about this difficulty *Homo Sedens* (the Danish standard is substantially the same as the British standard). He writes: "Children sit in all positions other than the 'upright' one. A study of their evasive action should indicate how better sitting *postures could be obtained. When* three-quarters of a million Danish school children consistently refuse to work in the 'upright or optimum' sitting position it is high time to try new ways. At least there is a yawning gap between theory and harsh reality."

Dr Mandal goes on to say that the hunched-over or sprawled position that children assume when they are writing or reading at the standard table is a direct result of short focal length. Children, he points out, are most comfortable when working with the head held at the distance of their focal length, and this varies from about 15 to 20cm. Focal length alters with age; adults are more longsighted than children and are therefore more at ease at a greater distance from their work. Children often work with their noses practically in their books, for at this distance the characters appear larger and more clear.

In the early days of public education in Europe there was great concern with the sitting position of pupils at school. It was a teacher's duty to teach children to sit up straight. This was important as any other part of instruction at school, in order to prevent "crooked" growth. The device illustrated above was invented by a nineteenth-century German educator to keep children's backs straight while working. Called a *Geradhalter* (straight-holder), it keeps the back straight at the expense of obliging children to work at a distance greater than the focal length.

Generally, however, ordinary domestic furniture was abandoned and seats and desks were designed specifically for schools. These desks had high sloping tops and flat seats, allowing work to be done at about the focal length with a straight back. The Germans gave the lead in the design of the new school furniture which was later copied in this country.

The furniture which results from *the present standards varies* from these early prototypes for a number of reasons The chair is based on the design of typists' chairs, because the main area of research had been in this field. The inclined seat pushes the back against the backrest giving support to the back in the region of the lumbar vertebrae. The *body can be kept upright or slope* backwards slightly. The hands are on the typewriter keys, the eyes focused on the work as it leaves the typewriter. If the copy is clipped to a board at about 20cm above the table, it is a perfect position for adults typing, but it is very uncomfortable for children doing school work. When leaning forward to write, it results in a greater spinal curvature and a greater stretching of the ligaments of the spine than most children find comfortable. It also results in compression of the stomach and intestines. To counteract this many children balance themselves on the front edge of the seat, leaning forward to make an angle of 90 degrees or less between the body and the thighs.

Even when sitting back, in a listening position, the spine is still unduly emphasized because when sitting with the thighs at 90 degrees to the body only 60 degrees of the bending is done by the hip joint, the other 30 degrees of bending comes from a flattening of the spinal curve. Most children then prefer to slip forward on their seats until the spine is unstressed supporting their back on the top of the backrest. Dr Mandal has designed a chair, with a tilting seat mechanism, which allows children to sit in these positions with greater comfort.

The sloping top of the nineteenth-century desk was abandoned because of the modern need to assemble several tables to make large flat surfaces for groups of children. Admitting the necessity to assemble tables, it might be a good idea to bring back the wedge-shaped block as a standard piece of furniture in primary schools.

It is easy to prove that the present British Standard for school furniture is incorrect, but is any change justified? There are several millions of tables and chairs based on the standard already in schools. *It might be inaesthetic to see children* sprawled in contorted positions, but healthy schoolchildren do not usually complain of backache. Further, children generally spend less time seated at desks than in the nineteenth century. Modern classrooms give plenty of scope for changing position, for getting up and moving around.

However, millions of people suffer from backache in later life, caused by spinal deformation. One theory is that back complaints originate in childhood because of bad posture; another is that the early years are unimportant and that the trouble *only begins when some tissue de*terioration takes place in middle age.

But whichever theory is correct, posture should be a concern in schools. Physical education should teach the most effective and least stressful ways of performing everyday actions. Such things as lifting a dustbin, moving furniture, washing dishes, shaving, sleeping, etc, as well as the gymnastics, games and Swedish movement which have such a prominent place in the present curriculum. Teaching the one without the other is like teaching a language through literature alone; the grammar is left out. The grammar of PE is *the everyday* use of one's body. How to sit and to work seated should be a part of the curriculum. Chairs and tables then become essential pieces of teaching apparatus, they should be correctly designed.

Space savers

Three ranges of furniture now on the market offer different methods of saving space. Because of lack of space here, they are described very briefly below.

Rotating

This range has a table with a movable top which has a flat writing surface on one side and an adjustable-angle drawing unit on the other. It comes in various heights and sizes and can be combined with other matched units like tables and screens. It is made by British Thornton Ltd., P.O. Box 3, Wythenshawe, *Manchester M22 4SS.*

Stacking

The price of an item of school furniture—it is also used in colleges, universities, canteens, and hotels—has actually come down. In the summer, it was £6.03 (excluding VAT): now, it is £5.25. The item is a chair—the Polytau I steel and polypropylene chair, with frame and legs of tubular steel and moulded polypropylene shell in a choice of orange, grey, green, or mid-blue. The design includes an unusual backward tilt to the chair back—specially shaped, it is claimed to give maximum lumbar support—and the range includes *a trolley on which up to 15 chairs* can be stacked and trundled from place to place.

The makers are The Tan-Sad Chair Company (1931) Ltd, Lodge Causeway, Fishponds, Bristol BS16 3JU, and they also offer a useful pair of lateral filing cabinets.

Folding

A large hall that is used only at lunch time is a waste of money. Use it for anything else, and its daily re-equipment as a dining room can take up to eight man hours or more.

In the United States an answer has been found consisting of a combination of folding surfaces and [illegible] tors which can be applied to dining furniture, school [illegible] walls and even audio visual booths. The folding tables have their own seats—round, [illegible] attached, and one person, the makers say, can put out 120 table and seat places in eight minutes.

The storage space needed for the tables when not in use is less than 12 square feet a unit.

The system is not cheap—a school that last year installed 21 units paid £2,800 (including VAT) and prices have risen since. But for those prepared to invest in time and space-saving the furniture is available here.

The system is called Sicomo; its *manufacturers* are a British-owned company, Merricks - Sicomo Ltd, who hold the licence for United Kingdom and Western Europe production, and their address is 31 Wates Way, Mitcham, Surrey CR4 4UE.

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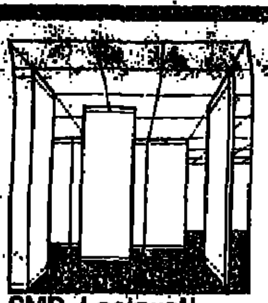

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PRIMARY
Headships

continued from page 34

HERTFORDSHIRE
Re-advertisement
BUSHEY MANOR J.M.I. SCHOOL
London Road, Bushey
Applications are invited from suitably qualified and experienced TEACHERS for this HEADSHIP from April, 1976. Group 5 for salary purposes. The school is moving into new buildings during the Spring Term.
Application forms and further details from Divisional Education Officer, Little Cassiobury, Hempstead Road, Watford WD1 3EY, to be returned as soon as possible.

HILLINGDON
GRANGE PARK INFANT SCHOOL
Lansbury Drive, Hayes, Middlesex
[illegible]
Required for April, 1976. HEAD TEACHER of this school which, from that date, will be within Group 6.
The Authority invites applications from experienced Infant teachers who have a thorough knowledge of modern educational theory and practice and a proven ability in administration.
The school has an established Nursery Unit.
Application forms and further details from the Director of Education, Belmont House, 38 Market Square, Uxbridge, Middlesex UB8 1HA (Telephone Uxbridge 38232, Ext. 275), to whom they should be returned as soon as possible and not later than 24 November, 1975.
London Allowance payable.
Seventy-five per cent removal expenses and some assistance with accommodation in appropriate cases.

LEICESTERSHIRE
HEADSHIP
WIGSTON ALL SAINTS' C.E. (AIDED) JUNIOR SCHOOL
near Leicester
HEAD required August, 1976. New building available in 1976. Approximately 485 children. Provisional Group 6. Details on request. Vacancy due to retirement of present Headmaster, Mr. W. Lee.
Apply (no forms) with full particulars and names and addresses of two referees, to the Director of Education, County Hall, Glenfield, Leicester, LE3 8RF, by 25th November.

NORTH YORKSHIRE
(County of)
Applications are invited from suitably experienced TEACHERS for the following post:—
HEAD TEACHER
UNDERWELL COUNTY PRIMARY SCHOOL
Scarborough
(Group 5)
(Post available September, 1976)
Send stamped addressed envelope for form to County Education Officer, County Hall, Northallerton. Completed forms required by 28th November, 1975.

NORTH YORKSHIRE
(County of)
(Further advertisement)
Applications are invited from suitably experienced TEACHERS for the following post:—
HEAD TEACHER
HOLY TRINITY C.E. (CONTROLLED) INFANT SCHOOL
Ripon
(Group 3)
(Earlier applicants are being considered and need not reapply)
Send stamped addressed envelope for form. Completed forms returned within 14 days of this advertisement.
County Education Officer, County Hall, Northallerton.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
APPOINTMENT OF HEADMASTER/HEADMISTRESS
HUCKNALL SPRING STREET INFANTS' SCHOOL
Spring Street, Hucknall, Notts
Qualified TEACHERS are invited to apply for appointment as HEADMASTER/HEADMISTRESS of the above school.
Number on roll, 200)
Salary Group 4
Vacant: Summer Term, 1976
Application forms and further details may be obtained by forwarding a stamped addressed envelope to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP. Closing date 21st November.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
APPOINTMENT OF HEADMASTER/HEADMISTRESS
CLAREMONT PRIMARY SCHOOL
Russell Road, Carrington, Nottingham.
Qualified TEACHERS are invited to apply for appointment as Headmaster or Headmistress of the above school, which will be reorganised as a one-form entry primary school in September 1976.
Number on roll: 280. Salary Group: 5 (from September 1976)
Vacant: Summer Term, 1976.
Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP. Closing date 21st November, 1975.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
WALTON (NEW) INFANTS SCHOOL
(Group 3)
WALTON JUNIOR SCHOOL
(Group 4)
Applications are invited for the posts of HEAD of this new Infants' School expected to open at Easter, 1976, and the Walton Primary School which will be reorganised as a Junior School at the same time.
Application forms and further details available from the Education Offices, 8 Bond Street, Wakefield WF1 2QL. Closing date 5 December, 1975.

Deputy Headships Senior Masters/ Mistresses

BARNSLEY
METROPOLITAN BOROUGH COUNCIL
AGNES ROAD INFANT SCHOOL
Agnes Road, Barnsley
Head Teacher, Mrs. M. Graham
Required for Summer Term, 1976—
DEPUTY HEAD TEACHER (Group 4).
Application forms obtainable from and returnable to the Education Officer, 50 Huddersfield Road, Barnsley, by 24th November, 1975.

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
SILSOE C.V.C. SCHOOL
Silsoe
DEPUTY HEAD (Group 3) required for April, 1976, or earlier if possible. The successful applicant will have opportunities to pursue own special interests. An interest in boys' games and environmental studies would be useful. Ages five to 10.
Application forms and further particulars obtainable from the Headmistress at the school.

BERKSHIRE
NEWBURY DISTRICT
BRADFIELD C.E. (AIDED) SCHOOL
(Five to 11 mixed 120)
South End, Bradfield, Reading RG7 6HR
Required April, DEPUTY HEAD (Group 3) for school in rural Berkshire.
Assistance with removal expenses in approved cases.
Application forms and further details from The Reverend S. Lane, The Rectory, Southend, Bradfield, Berks. Closing date November 26th 1975.

BEXLEY
(London Borough of)
DULVERTON PRIMARY SCHOOL
Sidcup
(Roll 284)
DEPUTY HEAD TEACHER required January, 1976, for this Group 5 School.
London Area Allowance £267. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Application forms obtainable from Chief Education Officer (T.61), Town Hall, Crayford, Kent.

CALDERDALE
(Metropolitan Borough of)
EDUCATION DEPARTMENT
ASH TREE COUNTY INFANTS' SCHOOL
Mixenden, Halifax, HX2 8QD
(220 on roll)
Required for January 1976, or as soon as possible: an experienced and enthusiastic teacher with a sound knowledge of modern teaching methods for the post of DEPUTY HEAD of this Group 4 school.
Letters of application, giving full details of qualifications and experience and names and addresses of two referees, to the Headmistress by 19th November 1975.

CAMBRIDGESHIRE
PETERBOROUGH AREA
NORWOOD COUNTY PRIMARY SCHOOL
Gunthorpe Road, Peterborough
Required for April 1976:
Applications are invited for the post of DEPUTY HEAD TEACHER for this new open-plan school (estimated Group 5) which opened in September, 1975.
An interest in games and music would be an advantage.
There is a possibility of assistance being given with housing and removal expenses.
Application forms and further details are obtainable from the Headmistress, Mrs. D. Highfield, to whom they should be returned by 21st November, 1975.
MARCH AREA
Re-advertisement
ST. PETER'S V.A. C. OF E. JUNIOR SCHOOL
Trafford Road, Wisbech, Cambs. PE13 2EB. Tel. Wisbech 3070.
(Roll 242.
Required for Easter 1976:
Applications are invited from suitably qualified and experienced TEACHERS for the post of DEPUTY HEAD TEACHER of this Group 5 Junior School (7 to 11).
Candidates would normally work with Upper Juniors and be expected to implement the recommendations of the Bullock Committee Report.
Assistance will be given with removal expenses.
Previous applicants will be considered.

Further details, together with an application form may be obtained from the Headmaster, Mr S. J. Parker at the above address (stamped addressed envelope). Application forms should be returned to the school not later than November [illegible], 1975.

HUNTINGDON AREA
HUNTINGDON COUNTY INFANTS SCHOOL
Ambury Road, Huntingdon.
Group 5
Applications are invited from suitably experienced and enthusiastic TEACHERS for the post of DEPUTY HEAD TEACHER of this Group 5 school for Easter 1976 or earlier if possible. Candidates should have an interest in an integrated day and language development.
Assistance is given with removal expenses.
Further details and application forms are available from the Senior Area Education Officer, Gazeley House, Huntingdon, Cambs, to whom completed application forms should be returned by November 21, 1975.

CUMBRIA
EDUCATION COMMITTEE
GARTH SCHOOL
Workington
(County, four to seven, roll [illegible])
Required for January or Easter 1976, a DEPUTY HEADTEACHER to be responsible for ART and CRAFT and display work throughout the School. Music would be an advantage.
Application forms obtainable from and returnable to R. G. Powell, Assistant Director of Education, Union Hall, Scotch Street, Whitehaven, by 21st November, 1975.

DONCASTER
METROPOLITAN BOROUGH COUNCIL
DONCASTER EDUCATION COMMITTEE
ARMTHORPE TRANMOOR LANE JUNIOR
Shelley Drive, Armthorpe, Doncaster
Telephone Armthorpe 513
Required for April, 1976, or earlier if possible:—
DEPUTY HEAD—Group 5
Further details obtainable from the Head of the above school.
Application forms available from the Director of Education, Princegate, Doncaster, to whom they should be returned as soon as possible.

EAST SUSSEX
COUNTY COUNCIL
LITTLE COMMON COUNTY PRIMARY SCHOOL
Headmaster, Mr. P. B. Preston
DEPUTY HEADSHIP, Group 5
(Re-advertisement)
Required for the beginning of the Summer Term 1976, experienced and enthusiastic TEACHER of Juniors for the post of DEPUTY HEAD in this Group 5 School. Music-French desirable, but not essential.
Application forms and further details from the Area Education Officer, 20 Wellington Square, Hastings, East Sussex, to whom completed forms should be returned by Monday, 24th November, 1975.

ESSEX
COUNTY COUNCIL
LATTON GREEN INFANT SCHOOL
Riddings Lane, Harlow
(Roll 154)
DEPUTY HEAD required for this Group 3 school. Summer Term, 1976. Experienced Infant Teachers are invited to apply.
Application forms and further details available from the Headmistress, Mrs. S. Hiller, at the school.

HARINGEY
(Borough of)
Required for January, 1976, or as soon as possible thereafter
MUSWELL HILL INFANTS SCHOOL
Muswell Hill, N10 3ST
DEPUTY HEAD TEACHER (Burnham Group 4).
London Allowance £351 payable.
Removal expenses—100 per cent allowed.
Application forms (stamped addressed envelope) may be obtained from The Chief Education Officer, Education Offices, Somerset Road, N.17, to whom the forms should be returned by 21st November, 1975.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
CROWLANDS INFANTS' SCHOOL
London Road, Romford, RM7 9EJ
(Group 4)
Required Summer Term, 1976, or earlier if possible.
DEPUTY HEAD TEACHER for this two-form entry Infants School. Ability to assist with Music would be helpful.
There is a scheme for removal expenses.
Application forms and further details available from the Director of Educational Services, Mercury House, Mercury Gardens, Romford RM1 3DR, to be returned by Monday, 24th November, 1975.

HILLINGDON
(London Borough of)
PINKWELL INFANT SCHOOL
Pinkwell Lane, Hayes, Middlesex
Required as soon as possible for this Group 5 School DEPUTY HEAD TEACHER.
Applications are invited from experienced infant teachers with a knowledge of and commitment to modern educational theory and practice.
Application forms and further details from the Director of Education, Belmont House, 38 Market Square, Uxbridge, Middlesex UB8 1HA (Telephone Uxbridge 38232, Ext. 275), to whom they should be returned as soon as possible and not later than 24 November, 1975.
London Allowance Payable.
75 per cent removal expenses and some assistance with accommodation in appropriate cases.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
GRAVESHAM DIVISION
RIVERVIEW INFANTS' SCHOOL
Cimba Wood, Gravesend
Require DEPUTY HEAD TEACHER (Group 6) for April 1976.
Applications to Headmistress.
MEDWAY DIVISION
CHATHAM—GLENCOE C.P. JUNIOR SCHOOL
Glencoe Road
DEPUTY HEADTEACHER required from Easter 1976 at this Group 8 school. Social Priority Schools allowance also payable.
Applications to Headmistress.
GILLINGHAM DIVISION
ST. THOMAS OF CANTERBURY R.C. J.M.I. SCHOOL
Rainham, Kent
DEPUTY HEAD—Group 6 required for January or April 1976.
Applications are invited from suitably qualified and experienced TEACHERS. Experience with curriculum development and the ability *to offer Music* or Games could be a recommendation.
Application form and further details available from The Divisional Education Officer, Municipal Buildings, Gillingham, to whom they should be returned by 21st November 1975.
THANET DIVISION
ST. GREGORY'S R.C. (Special Agreement) PRIMARY SCHOOL
Margate
Group 5
DEPUTY HEAD
Applications are invited from holders of the Catholic Teacher's Certificate for the post of DEPUTY HEAD (male or female) at the above-named school. Applicants should be interested in curriculum development or in the development of voluntary nursery work in the school. Previous applications will be reconsidered.
Application forms available from the Divisional Education Office, Demomount, The Vale, Broadstairs, returnable to the Rev. T. Corcoran, 38 Charlotte Place, Margate, Kent, by 18th December, 1975.
ASHFORD DIVISION
RE-ADVERTISEMENT
HAMSTREET
MASTER or MISTRESS, Group 5. To have major responsibility for the day to day running of the INFANT DEPARTMENT. Rural school six miles south of Ashford on the edge of Romney Marsh. Previous applicants need not re-apply.
Applications to Headmistress.

SHEPWAY DIVISION
ST. AUGUSTINE'S R.C.P. (AIDED) SCHOOL
Seabrook Road, Hythe, Kent
Present roll 180 plus (J.M.I.)
DEPUTY HEADTEACHER required for January 1976, or as soon as possible. Group 4 School. Applications are invited from suitably qualified experienced TEACHERS, preferably male. It is required that they hold a Catholic Teachers' Certificate, or the equivalent in modern catechetics.
Application forms and further particulars from Rev. Father M. Power, Austin Friars, Hythe, Kent, to whom they should be returned by the 21st November, 1975.

LINCOLNSHIRE
EDUCATION COMMITTEE
DEPUTY HEAD
BOURNE WESTFIELD COUNTY SCHOOL
(Group 4, roll 85)
Required from Spring Term 1976, or as soon as possible thereafter.
This is a new school which at present caters for infants only but as the school develops will cater for five to 11 year age range.
Application forms obtainable from the Divisional Education Officer, Council Offices, Sleaford, Lincs. (stamped addressed foolscap envelope).

NEWHAM
(London Borough of)
PRIMARY SCHOOLS
DEPUTY HEADSHIPS
CURWEN JUNIOR SCHOOL
Stock Street, London, E13 0BX
(290 on roll)
Required January 1976, or as soon as possible thereafter—DEPUTY HEAD TEACHER Group 5
Burnham Scales
Plus London Allowance £351
Application forms are available from this office and should be returned to the undersigned as soon as possible.
J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, E15 4BH.

NEWHAM
(London Borough of)
PRIMARY SCHOOLS
DEPUTY HEADSHIPS
RANELAGH INFANT SCHOOL
Corporation Street, London E15 3DL
(113 on roll)
Required January, 1976:
DEPUTY HEAD TEACHER, Group 4.
Burnham Scales plus London Allowance £351 plus Social Priority Allowance £201 or £276.
Application forms are available from this office and should be returned to the undersigned as soon as possible.
J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, E15 4BH.

REDBRIDGE
(London Borough of)
SOUTH PARK JUNIOR SCHOOL
(Group 7)
Water Lane, Seven Kings, Ilford.
IG3 9HF
Head: P. J. Drewe
Applications from experienced TEACHERS are invited for the post of SECOND MASTER from January or Easter 1976. The person appointed will take full responsibility for all environmental studies within the curriculum and other administrative responsibilities as determined by the Headteacher.
Assistance with housing, removal and resettlement expenses in approved cases.
Application forms obtainable from and returnable to J. L. Fordham, B.A., Chief Education Officer, 255-259 High Road, Ilford, IG1 1NN, by 21st November, 1975.

CITY OF SALFORD
EDUCATION DEPARTMENT
ST. JOHN'S ELLESMERE C.E. (Aided) PRIMARY SCHOOL
Required from 1st May, 1976:
DEPUTY HEAD (Group 4).
Interest in modern methods. Experience of teaching both juniors and infants would be an advantage. Communicant member of Church of England preferred.
Application forms available from the Chief Education Officer, Education Offices, Chapel Street, Salford M3 5LT. Completed forms should be returned to Rev. G. Smith, St John's Vicarage, Algernon Road, Walkden, Manchester, not later than 8th December.

SUFFOLK
COUNTY COUNCIL
Applications are invited from experienced teachers for appointment as DEPUTY HEAD of the following schools:—
BARROW C.E. CONTROLLED PRIMARY SCHOOL
(Group 4) (137 pupils aged five to nine)
Head, Mr. J. A. Wigley
WOODHALL COUNTY PRIMARY SCHOOL
Sudbury
(Group 4) (160 pupils aged five to nine)
Head, Mr. B. A. D. Tyler
(This is a readvertisement)
Forms of application and further details can be obtained from the respective Heads.

SUFFOLK
COUNTY COUNCIL
DALE HALL PRIMARY SCHOOL
(Group 7)
Dale Hall Lane,
Ipswich IP1 4LY
Headmaster: R. S. Butler, B.A.
Appointment of DEPUTY HEADTEACHER (Readvertisement)
Qualified and experienced TEACHER required for this post which becomes vacant in January 1976, on the promotion of the present holder.
Details and forms from Headteacher, closing date November 28th, 1975.

TRAFFORD
(Metropolitan Borough of)
EDUCATION COMMITTEE
TYNTESFIELD PRIMARY SCHOOL
(360 Mixed)
Alma Road, Sale M33 4HE.
Tel. 061-973 4077
DEPUTY HEAD—Group 6.
Visits to the school welcomed.
Application forms, available from the head of the school, should be returned as soon as possible.

County of Cleveland

CLEVELAND EDUCATION COMMITTEE

PRIMARY TEACHING APPOINTMENTS

HEAD TEACHER POSTS

NEW MARSKE JUNIOR SCHOOL, New Marske, Cleveland.
HEAD TEACHER (GROUP 8 HOUGHTON). Applications are invited from suitably qualified and experienced teachers for the above post which will become available from April, 1976. The school currently caters for both infant and junior pupils, but with the completion of the new infant school, scheduled for the Summer Term, 1976, the present primary school will become a junior school with permanent accommodation for 320 pupils.
NEW MARSKE INFANT SCHOOL, New Marske, Cleveland
HEAD TEACHER (GROUP 5 HOUGHTON). Applications are invited from suitably qualified and experienced teachers for the above post which will become available from April, 1976. The school is currently under construction and is scheduled to be completed during the Summer Term, 1976. At the present time the children attend the infant department of New Marske Primary School, which will become a junior school when the new infant building is completed.
Financial assistance with household removal expenses is available in approved cases. Temporary housing accommodation may be available if required.
Forms of application, and further details obtainable from and returnable to the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN. Forms of application to be returned not later than 28th November, 1975.

HAMPSHIRE

HEADSHIPS

NORTH-EAST AREA

GREEN CROFT DAY SPECIAL SCHOOL
Ship Lane, Farnborough, Hants
94 on roll
Required for Summer Term, 1976, or as soon as possible.
HEAD TEACHER—Group 5(S).
Applications invited for the post of Head Teacher at this school for children up to 12 years, with an Assessment Unit for younger children. Closing date 28th November, 1975.

BURYFIELDS COUNTY INFANT SCHOOL
King Street, Odiham, Hampshire
Required for April, 1976.
Applications invited for the post of HEAD TEACHER of this Group 4 Infant School, to be formed when the junior children transfer to separate buildings.
Closing date, 1st December, 1975.
For both of the above appointments details and forms of application are obtainable on submission of a foolscap stamped addressed envelope from: Area Education Officer, North-East Hampshire, Crossways, Boundary Road, FARNBOROUGH, Hampshire.

GOSPORT/FAREHAM AREA

WALLISDEAN COUNTY INFANT SCHOOL
Fareham
HEAD TEACHER—Group 5. Assistance with removal expenses in approved cases. Closing date 1st December.
Details and application forms from Area Education Officer, Education Offices, Walpole Road, Gosport, Hants PO12 1BU (s.a.e. required).

MID-HANTS AREA

HINTON AMPNER C.E. (ENDOWED AIDED) PRIMARY SCHOOL
Hinton Ampner, Nr. Alresford
HEAD TEACHER required May, 1976, for this Group One School.
Application forms and further particulars are obtainable from the Area Education Officer, Southgate House, St. Swithun Street, Winchester (a foolscap s.a.e. would be appreciated), to whom they should be returned by 21st November, 1975.

SOUTH-EAST AREA

WATERLOOVILLE, WAITE END COUNTY INFANT SCHOOL (GROUP 4)
Applications are invited for the post of DEPUTY HEAD TEACHER at this open-plan School.
Forms of application and further details available from The Area Education Officer, 2 Beechworth Road, Havant, Hants PO9 1AX.

Gwent County Council

Education Department

Required for 1st January or as soon as possible:

St. Mary's R.C. Junior School, Queen's Hill, Newport

DEPUTY HEADTEACHER

GROUP 5

Applications from Roman Catholic trained teachers with wide experience in primary school work or with expertise in mathematics and interest in sport. Religious Teaching Certificate essential. Application forms returnable by 21st November, 1976, obtainable from Mr. L. F. A. Driscoll, Correspondent Manager, No. 5 Flat, Friars Court, Friars Road, Newport, Gwent.

WEST GLAMORGAN County Council

EDUCATION COMMITTEE

DEPUTY HEADSHIP

Applications are invited from suitably qualified TEACHERS for the following post in the authority's service to commence duty on 1st January, 1976, or as soon as possible thereafter.

ST. JOSEPH'S R.C. PRIMARY, WESTERNMOOR, NEATH
(Post Ref. 5VSJP/8: 2275)

This is a group 4 mixed school with approximately 220 pupils on roll. Applicants for this post must be practising Catholic teachers.
Application forms and further details of the post are available from the undersigned on receipt of a stamped addressed foolscap envelope.
The closing date for the receipt of completed application forms is Friday, 21st November, 1975.

John Beale, Director of Education,
Education Department, Princess House,
Swansea.

"Unattached" Junior, Infant & Nursery Staff

REQUIRED AS SOON AS POSSIBLE:

Qualified teachers are invited to apply for a number of posts on the "Unattached" Staff to work in Nursery, Infant and Junior Classes.

Special Responsibility Allowance Scale 2

London Allowance £351

Travelling Expenses

Application forms are obtainable from this office and should be returned to the undersigned as soon as possible.

Education Offices,
Stratford, E15 4BH.

J. S. Wilkie, M.A., Ph.D.,
Director of Education.

LONDON BOROUGH OF NEWHAM

Liverpool

Primary Schools

Applications are invited for the following posts with duties to commence January, 1976:

ASSISTANT Scale 2
BISHOP ETON R.C. JUNIOR MIXED AND INFANT SCHOOL
Green Lane, Liverpool, L18 2EP
Please state special interests.
Application forms to:
Rev. Fr. K. Callaghan, CSSR, Bishop Eton Monastery, Woolton Road, Liverpool 16.

ASSISTANT Scale 2
ST. CECILIA'S R.C. INFANTS' SCHOOL
Snaefell Avenue, Liverpool L13 7HB

ASSISTANT Scale 2
ST. CYRIL'S OF JERUSALEM R.C. INFANTS' SCHOOL
Southbrook Road, Liverpool L27 1YW

DEPUTY HEAD TEACHER (Group 4)
WESTMINSTER C.P. J.M. SCHOOL
Westminster Road, Liverpool L4 3TG
Application forms are returnable by 17th November, 1975, to the Director of Education, 14 Sir Thomas Street, Liverpool, L1 6BJ.

ASSISTANT Scale 3 (Re-advertisement)
ANFIELD C.P. INFANTS' SCHOOL
Anfield Road, Liverpool L4 0TM
Please state special interests.
Previous applicants will be automatically considered.

ASSISTANT Scale 2
GILMOUR (DUNCOMBE ROAD) C.P. J.M. SCHOOL
Whitehedge Road, Liverpool, L19 1RD

ASSISTANT Scale 1
CROSS FARM C.P. J.M. SCHOOL
Tothale Turn, Liverpool, L27 4YB (S.P. School).
Interest in Boys' Games. Semi-open plan school.

Application forms (Staffing Form T.S.) are obtainable from the Director of Education, 14 Sir Thomas Street, Liverpool, L1 6BJ, on receipt of a stamped addressed foolscap envelope and should be returned to the Head of the school as soon as possible.

THE CITY OF Birmingham

EDUCATION DEPARTMENT

PRIMARY SCHOOLS

SCALE 2 POSTS & ABOVE

Unless otherwise stated, please write for application forms to the Chief Education Officer (Staffing Branch), Margaret Street, Birmingham B3 3BU and return your applications to the Head Teacher.

BANNERS GATE FIRST SCHOOL
Coppice View Road, Sutton Coldfield B73 6UE
Scale 2. MUSIC (Recorders) or PHYSICAL EDUCATION or LIBRARY.

CANTERBURY CROSS J.I. SCHOOL
Canterbury Road, Birchfield, Birmingham B20 3AA
Scale 3: HEAD OF REMEDIAL DEPARTMENT, responsibility for testing throughout school, and day-to-day running of remedial class required January, 1976.

HEATHFIELD J.I. SCHOOL
Heathfield Road, Birmingham B19 1HJ
Experienced RECEPTION TEACHER for start of summer term. Scale 2.

[illegible] J.I. SCHOOL
[illegible] Road, [illegible], Birmingham [illegible]
Scale 2. Man required to be responsible for developing SCIENCE 5/13 and care of audio-visual equipment.

PINEAPPLE J.I. SCHOOL
Allenscroft Road, Birmingham B14 6RP
Scale 2 with possibility of 3 for suitable candidate. From January, 1976. Organisation of ENVIRONMENTAL STUDIES in Junior Department.

SEVERNE INFANT SCHOOL
Severne Road, Birmingham B27 7HR
Scale 2. Experienced teacher—area of responsibility to be determined later. S.P.S. Allowance.

WATTVILLE JUNIOR SCHOOL
George Street, Birmingham B21 0EH
Scale 2. ENVIRONMENTAL STUDIES. To be responsible for co-ordinating and expanding the environmental studies being done in the school.

ST. CLARE'S R.C. INFANT SCHOOL
Robert Road, Birmingham B20 3RT
Scale 2 post. Teacher required for new nursery unit, due to open after Spring half term.
An interest in LANGUAGE DEVELOPMENT desirable. Applications to Chairman of Managers, c/o Head Teacher.

ST. GERARD'S R.C. SCHOOL
Yatesbury Avenue, Birmingham B35 6LB
Teacher for INFANTS required January 1st, 1976. Scale 2 post available for suitable candidate. Applications to Correspondent Manager c/o the school.

There is a scheme for assistance with removal expenses. (010253)

PRIMARY
Deputy Headships continued

WEST SUSSEX
MID-SUSSEX AREA
Grants towards removal and resettlement expenses payable in approved cases.
ST. WILFRID'S C.E.P.
Eastern Road, Haywards Heath, Sussex
Group 7
Required April, 1976, SECOND MASTER to assume overall responsibility of JUNIOR DEPARTMENT.

Applicants should provide fullest details of strengths in Primary curriculum, together with interests and abilities. Salary equivalent to Deputy Head Group 7.

Application forms and further details from Headmaster on receipt of stamped addressed envelope.

WILTSHIRE

HOLBROOK C.P. SCHOOL
Trowbridge

DEPUTY HEAD TEACHER required for new Group 5 school scheduled to open in April or September, 1976.

The building is designed for Co-operative Teaching. Applicants should have wide experience of teaching Primary Schools. Enthusiasm for, and experience of co-operative teaching is essential.

Further details and application forms from Chief Education Officer, County Hall, Trowbridge, returnable by November 28, 1975.

Heads of Department

CAMBRIDGESHIRE
CAMBRIDGE AREA
THE MERIDIAN COUNTY PRIMARY SCHOOL
Comberton, Cambridge
Required for this large area school (roll 480) situated only five miles from Cambridge HEAD of INFANTS (Scale 3) to be responsible for a department of seven classes. This post offers a first class opportunity to further his/her career for a young ambitious teacher with authority, suitable experience and a sound understanding of infant method.

Application forms and further details are available from the Headmaster, Harbour Avenue, Comberton, Cambridge, CB3 7DD.

Other Posts on Scale 2 and above

BARKING
(London Borough of)
BARKING CHURCH OF ENGLAND (AIDED) PRIMARY SCHOOL
(Roll 270)
Required as soon as possible:
Qualified TEACHER with a special interest in teaching MUSIC or in AUDIO-VISUAL AIDS. Scale 2.

This is a modern well equipped school in which a Multimedia Resources Centre extension has been completed this year.

Preference will be given to applicants who are communicant members of the Church of England.

London Addition: £351 p.a. Assistance with removal expenses in approved cases.

Application forms available from Mr. H. Wand, Correspondent Manager, 58 Hulse Avenue, Barking, Essex, returnable by 30th November, 1975.

BARNET
(London Borough)
Required from January, 1976—
CHILD'S HILL J.M. SCHOOL
Dersingham Road, Child's Hill
NW2 1SL
Roll, 324.
ASSISTANT MASTER for Top Juniors. Responsibility for GAMES and VISUAL AIDS. Scale 2 post.
LIVINGSTONE J.M.I. SCHOOL
Baring Road, New Barnet
EN4 9DU
Roll, 246
Experienced TEACHER for Upper Juniors to be responsible for BOYS' GAMES. Music an advantage. Scale 3 post available.

In approved cases assistance may be given by way of housing, the payment of up to 100 per cent removal expenses, and the payment of separation allowances.

Application forms (stamped addressed envelope) obtainable from the Director of Educational Services, Town Hall, Friern Barnet N11 3DL, to be returned to the Head Teacher at the school by 21st November, 1975.

BERKSHIRE
WOKINGHAM DISTRICT
WILLIAM GRAY JUNIOR SCHOOL
(WSH1405)
Fairwater Drive, Woodley, Berks.
Required for January 1976: Experienced Junior School TEACHER for class teaching and special responsibility for ART and CRAFT work. Scale 2. Closing date 24th November, 1975.
Application forms from Wokingham District Office, Reading Road, Wokingham.

CROYDON
(The London Borough of)
EDUCATION COMMITTEE
Invite applications from suitably qualified and experienced TEACHERS.
RYELANDS JUNIOR MIXED AND INFANTS SCHOOL
Albert Road, London, S.E.25
Tel.: 01-656 4163
Head: Mr. T. W. R. Ingram
Tenable: 1st January, 1976.
An experienced JUNIOR TEACHER for second year class, with particular interest in language development throughout the school.
Salary—Burnham Scale 2 with London Area Allowance, for suitable candidate.
Reasonable removal expenses will be reimbursed (details on request).
Applications on forms obtainable from, and returned to the Head Teacher at the above address by 14th November, 1975.

CROYDON
(The London Borough of)
EDUCATION COMMITTEE
Invite applications from suitably qualified and experienced TEACHERS.
NORBURY MANOR JUNIOR MIXED SCHOOL
ABINGDON ROAD, Norbury, S.W.16
Tel.: 01-679 3835
Head: Mr. R. C. Ives
Tenable: 1st January 1976
A class teacher willing and able to assist in the development of either ART CRAFT or SCIENCE.
Salary—Burnham Scale 2 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Applications on forms obtainable from, and returned to the Head Teacher at the above address as soon as possible.

DORSET
LONGFLEET C.E. COMBINED SCHOOL
Longfleet Road, Poole
Required January, 1976: TEACHER for First School to be responsible for curriculum development. Scale 2. A temporary appointment for one term would be considered. Assistance with removal and legal expenses if permanent appointment.
Application forms and details from the Headmaster on receipt of stamped addressed envelope.

EALING
(London Borough)
EDUCATION SERVICE
ST. JOSEPH'S R.C. FIRST & MIDDLE SCHOOL
York Avenue, Hanwell, London W7
Required for January, 1976, or as soon as possible thereafter, qualified experienced TEACHER to take responsibility for SCIENCE. An interest in Homecrafts would be an advantage. Salary Scale 2.
London Allowance £351.
In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.
Application forms (stamped addressed envelope) from Head Teacher to be returned as soon as possible.

EAST SUSSEX
EASTBOURNE AREA
(Re-advertisement)
BOURNE COUNTY INFANTS' SCHOOL
Belmore Road, Eastbourne
Required for Summer Term 1976, experienced TEACHER (Scale 2) to develop language work within the school. An interest in the use of audio-visual aids would be an advantage. Previous applications will be re-considered.
A generous scheme of relocation grants available in approved cases.
Application form (stamped addressed foolscap envelope please) from the Area Education Officer, Education Office, Grove Road, Eastbourne, East Sussex, BN21 4TN, to whom completed forms should be returned by 24th November.
D. C. Howell, Area Education Officer.

EAST SUSSEX
COUNTY COUNCIL
SILVERDALE PRIMARY SCHOOL
Headmaster: Mr. J. Flanagan.
(Re-advertisement)
Required from the Summer Term, 1976, an experienced TEACHER of Juniors to accept responsibility for REMEDIAL WORK, Language Development and the pastoral care of girls throughout the Junior Department. Some music organizing ability would be an advantage. Scale 3 post available.
Application forms from the Area Education Officer, 20 Wellington Square, Hastings, East Sussex, to whom completed forms should be returned by Monday, 24th November, 1975.

County of Cleveland

CLEVELAND EDUCATION COMMITTEE

PRIMARY TEACHING APPOINTMENTS

SCALE POSTS

BANKFIELDS JUNIOR SCHOOL, Mansfield Road, Eston, Middlesbrough, Cleveland TS6 0RZ.
SCALE 2 POST. Required for Easter, 1976, a suitably qualified and experienced teacher to lead a team of teachers in a co-operative teaching situation with particular responsibility for LANGUAGE DEVELOPMENT throughout the school.

SALTBURN JUNIOR SCHOOL, Marske Road, Saltburn, Cleveland
SCALE 2 POST. Required for Easter, 1976, or earlier if possible, a suitably qualified and experienced teacher to be responsible for the development of MUSIC throughout the school. In addition, this teacher should be able to make a positive contribution to more general educational developments within the school.

ST. PETER'S C.E. PRIMARY SCHOOL, Marshall Drive, Brotton, Cleveland TS12 2UW.
SCALE 2 POST. Required for Easter, 1976, or earlier if possible, a suitably qualified and experienced teacher to work in a position of responsibility within a large team of teachers working with lower junior children. The ability to contribute to the whole school in a major curriculum area will be an advantage.
SCALE 2 POST. Required for Easter, 1976, or earlier if possible, a suitably qualified and experienced teacher to lead a team in the infant section of the school working with the younger infants.

JUNCTION FARM PRIMARY SCHOOL, Butterfield Drive, Eaglescliffe, Stockton, Cleveland.
SCALE 2 POST. Required for Easter, 1976, or earlier if possible, a suitably qualified and experienced teacher of infants to have responsibility for the development of READING and LANGUAGE throughout the whole primary age range.

Financial assistance with household removal expenses is available in approved cases. Temporary housing accommodation may be available if required.

Applications may be made by letter or on application forms obtainable from the Head Teachers at the address shown above. Applications by letter should include detailed information regarding education, training, qualifications and experience, together with the names and addresses of three referees.

Letters of application and completed application forms should be submitted direct to the Head Teachers within 14 days of the appearance of this advertisement.

HAMPSHIRE

MID-HANTS AREA

FAIR OAK COUNTY INFANT SCHOOL

Botley Road, Fair Oak,
Eastleigh, Hants
(280 on roll)

ASSISTANT TEACHER required to be responsible for Music. Scale 2 post.

NORTH-WEST AREA

DASING C.E. JUNIOR SCHOOL

Belle Vue Road, Basing
Basingstoke RG24 0DE
(Number on roll, 255)

Scale 2 post available from January 1, 1976, or Easter, 1976. MASTER required to take third year juniors and be responsible for LANGUAGE DEVELOPMENT or ENVIRONMENTAL STUDIES. The ability to take responsibility for games would be an advantage. Housing accommodation may be available.

NORTH-EAST AREA

SOUTH FARNBOROUGH COUNTY INFANT SCHOOL

Queen's Road, Farnborough,
Hampshire
(Infant: 161 on roll)

Required for January, 1976, MISTRESS (Scale 2 post), MUSIC.

PORTSMOUTH AREA

NORTHGATE MIDDLE SCHOOL

George Street, Portsmouth
PO2 7RP

Qualified TEACHER required as soon as possible to serve as a CONSULTANT for MATHEMATICS and SCIENCE in this two-form entry middle school (eight to 12). Scale 2 post.

Please write to the school, giving curriculum vitae and the names and addresses of two education referees. Further details obtainable from the Head.

Assistance with removal expenses in approved cases.

HARROW
EDUCATION COMMITTEE
Applications are invited from suitably qualified TEACHERS for the following post:
KENMORE PARK FIRST SCHOOL
Moorhouse Road, Kenton, Middlesex
HA3 9JA
Tel. 01-204 8739
Required from February, 1976, experienced Infant/First School class TEACHER to take 4th year class of seven to eight year old children. Scale 2 post available for suitably qualified and experienced candidate. Art and Craft Display an advantage.

Housing accommodation may be available in suitable cases, reasonable removal expenses (lowest tender) lodging allowance of up to £10 per week and up to £500 towards Legal and Estate Agent fees may be payable.

Application forms from and to be returned to the Head of the School by 17th November, 1975.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
BROADFORD JUNIOR MIXED AND INFANTS' SCHOOL
Farringdon Avenue, Harold Hill
Romford RM3 8JS
(Roll: 400)
Required as soon as possible:
MASTER to be responsible for BOYS' GAMES and SPORTS in the Junior Department. Scale 2 post available.

There is a scheme for removal expenses.

Application forms available from the Director of Educational Services, Mercury House, Mercury Gardens, Romford RM1 3DR, to be returned by 17th November, 1975.

HERTFORDSHIRE
COUNTY COUNCIL
DACORUM DIVISION
Town Hall, Hemel Hempstead
CHAULDEN JUNIOR SCHOOL
School Row, Hemel Hempstead
Speech Unit at Chaulden J.M. School. Applications invited for post of TEACHER IN CHARGE of this Special Unit, which offers Scale 2 + £300 per annum, to take up the appointment either in January or at Easter. Also post for man or woman prepared to teach Lower Juniors.
Applications to the Headmaster.

HERTFORDSHIRE
COUNTY COUNCIL

EAST HERTS DIVISION

LAYSTON FIRST SCHOOL
(C. of E. Voluntary Controlled)
The Causeway, Buntingford
(five to nine years)

TEACHER required January or April for Reception Class. Possibility of Scale 2 post for candidate offering special expertise in work with the reception child.

Write to the Head.

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
EDWARD FIRST SCHOOL
Edward Street, Grimsby
Required for 1st January, 1976:
TEACHER for five and six year olds, with special responsibility for ordering and distribution of stock.
Scale 2 available.
Application forms obtainable from the Divisional Education Officer, Divisional Education Office, Eleanor Street, Grimsby, should be returned to the Headteacher at the school within 10 days of this advertisement.

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
THE LEAS PRIMARY SCHOOL
Manor Drive, Waltham
Required for January or April, 1976:
Scale II TEACHER to be responsible for the organisation of MUSIC throughout the Junior Department (320 pupils), to include choir, orchestra, and the teaching of descant, treble, tenor recorders. The guitar, violin, oboe and clarinet are taught by other members of staff. Competent pianist desired.
Application forms obtainable from the Divisional Education Office, Eleanor Street, Grimsby, should be returned to the Head Teacher at the school within 10 days of this advertisement.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
Applications are invited from qualified TEACHERS for the following posts. GENERAL SUBJECTS in addition to any other qualifications mentioned. Unless otherwise stated, schools admit the full infant and junior age range and are County schools.

Applications for specific posts should be submitted on Form T.1 to the Head Teacher at the address shown, unless otherwise stated. General applications should be submitted to the Divisional Education Officers.

MEDWAY DIVISION

CHATHAM. LUTON C.P. JUNIOR SCHOOL,
Luton Road
TEACHER required for second-year junior class. Scale 2 post available for responsibility for audio-visual aids.
ROCHESTER, ENGLISH MARTYRS R.C. PRIMARY SCHOOL
Frindsbury Road, Strood
Experienced Junior TEACHER, preferably Catholic, required for January, 1976, to assist with tutorial MATHEMATICS and ENGLISH in the junior school. [illegible] special interests. [illegible] of Scale 2 post for suitably experienced teacher.
Applications to Father P. [illegible], care of the school.

GILLINGHAM DIVISION

FORGE LANE C.P. INFANT SCHOOL
Gillingham, Kent
Required for January, ASSISTANT TEACHER. Scale 2 post for teacher with a special interest in the development of Mathematics throughout the school.
Application forms available from the Headmistress, Forge Lane C.P. School, Forge Lane, Gillingham, Kent, to whom they should be returned.
FAIR VIEW C.P. INFANT SCHOOL
Required for January, trained TEACHER (Scale 1) for school in attractive surroundings.
Application forms available from the Headmistress, Fair View Infant School, Wigmore, Gillingham, Kent, to whom they should be returned.
ST. THOMAS OF CANTERBURY R.C., J.M.I. SCHOOL
Gillingham
MASTER/MISTRESS required for LOWER JUNIORS. Scale 1 post. Music an advantage. To take up duty January or April 1976.
Application forms available from The Divisional Education Officer, Municipal Buildings, Gillingham, Kent.
BARNSOLE C.P. JUNIOR SCHOOL
Gillingham
Scale 3. Man/woman required as soon as possible. HEAD of 4th year responsible for environmental studies and class teacher of the year "A" stream.
Application form available from the Divisional Education Officer, Municipal Buildings, Gillingham, Kent, to whom they should be returned by 21st November, 1975.

THANET DIVISION

MARGATE, NORTHDOWN COUNTY PRIMARY SCHOOL
(Roll: 545)
Scale 2 TEACHER for lower juniors required for January, 1976.
Further details from and applications to the Head.

MAIDSTONE DIVISION

DITTON C.E. (CONTROLLED) JUNIOR SCHOOL
Maidstone
MASTER for Fourth Year. Scale 2, to be responsible for games and visual aids [illegible] additional responsibilities.
BOUGHTON MONCHELSEA SCHOOL NR. MAIDSTONE
Experienced TEACHER for 6+ INFANTS to co-ordinate work in the Infants Department. Scale 2 available. Modernised rural school.
EAST MALLING, BLACKLANDS CP JUNIOR SCHOOL
TEACHER. Scale 3 [illegible] interest in Physical Education. Boys' Games essential. [illegible] school.
WEST MALLING C.E. (CONTROLLED) PRIMARY SCHOOL
Nr. Maidstone
Experienced TEACHER to be responsible for development of MATHEMATICS and SCIENCE in the Junior School. Scale 2 available.

ASHFORD DIVISION

ASHFORD BEAVER GREEN J. MASTER for UPPER JUNIORS. Scale 3 post available for suitable applicant.
ASHFORD BYBROOK J. MASTER or MISTRESS for LOWER JUNIORS. Experienced [illegible] to assist with Games, [illegible] and/or Music. Scale 2 post available for suitable applicant.
ASHFORD BEAVER GREEN J. MASTER for UPPER JUNIORS. Scale 3 post available for suitable applicant.

SHEPWAY DIVISION

LYDD COUNTY PRIMARY JUNIOR SCHOOL
Skinner Road, Lydd, Romney Marsh, Kent
Present roll 304
ASSISTANT TEACHER, GIRLS' GAMES and PHYSICAL EDUCATION for January, 1976. Scale 2 post.
SIR JOHN MOORE COUNTY PRIMARY SCHOOL
Shorncliffe Camp, Folkestone, Kent
Present roll 201
ASSISTANT TEACHER required for BOYS' GAMES and either Music or Visual Aids. January, 1976.
Scale 2 post.

LEICESTERSHIRE

HOLY CROSS R.C. PRIMARY SCHOOL
Parsons Wood Hill, Whitwick, Coalville, Leics.
(Scale 2)

Required as soon as possible, or from January, Infant TEACHER for second year infant class with special responsibility for Art/Craft. Catholic preferred.
GLEN HILLS COUNTY PRIMARY SCHOOL
Cork Lane, Glen Parva, Leicestershire [illegible]
(Scale 2)
Experienced INFANT TEACHER required January. [illegible] an advantage.
EAST PARK PRIMARY SCHOOL, Leicester
Bridge Road, S.P.S.
(Scale 3 plus S.P.S.)
Upper Junior Teacher required April. Responsible for ART and CRAFT throughout the school.
Apply (no forms) with full particulars and names and addresses of two referees to the Head from whom further details can be obtained.

LINCOLNSHIRE
EDUCATION
ASSISTANT TEACHER
SPALDING PARISH CHURCH DAY PRIMARY SCHOOL, [illegible]
Burnham Scale 2, [illegible]
(480 on Roll)
Required for January, 1976, ASSISTANT TEACHER for [illegible] throughout school, with special [illegible]. Possibility of Scale 2 [illegible] for suitable teacher.
Application forms from the Divisional Education Office, [illegible] Hall, Boston, on receipt of [illegible]

PRIMARY
Scale 2 Posts continued

NEWHAM
(London Borough of)
PRIMARY SCHOOLS
SCALE 2 POSTS
WEST HAM CHURCH J.M. AND I. SCHOOL
Portway, London E15 3PB
(280 on roll)
Required January, 1976:
Junior teacher willing to assist with GIRLS' GAMES. Scale 2 post available for suitable candidate.
Burnham Scales plus London Allowance £351.
Application forms are available from the undersigned and should be returned as soon as possible.
J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, E15 4BH.

NEWHAM
(London Borough of)
PRIMARY SCHOOLS
SCALE 2 POSTS
SOUTHWAY JUNIOR SCHOOL
Stratford Road, London E13 0JW
([illegible] on roll)
Required January 1976:
TEACHER to be responsible for MUSIC. Scale 2.
The school already has a large number of children playing recorders and an orchestra and choir have been formed recently.
Burnham Scales plus London Allowance £351.
Application forms can be obtained from the undersigned and should be returned as soon as possible.
J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford E15 4BH.

NEWHAM
(London Borough of)
PRIMARY SCHOOLS
SCALE 2 POSTS
KENSINGTON JUNIOR MIXED AND INFANT SCHOOL
Kensington Avenue, London E12 6NN
(400 plus on roll)
Required January, 1976:
Experienced INFANT TEACHER, Scale 2, responsible for Curriculum Development in the Infant department. An interest in Junior girls' games and an ability to play the piano would be helpful.
Burnham Scales plus London Allowance £351 plus Social Priority Allowance £201 or £276.
Application forms can be obtained from the undersigned and should be returned as soon as possible.
J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, E15 4BH.

NORTH YORKSHIRE
(County of)
SCARBOROUGH AREA
EDUCATION OFFICE
Required from January 1976 or as soon as possible thereafter:
HUNMANBY COUNTY PRIMARY SCHOOL
ASSISTANT TEACHER Scale 2 with responsibility for Music.
Stamped addressed envelope for application form to Area Education Officer, Education Offices, Huntriss Row, Scarborough, to be returned there completed as soon as possible.

REDBRIDGE
(London Borough of)
See Primary Scale 1.

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
[illegible] VALLEY JUNIOR SCHOOL
Required for April, 1976, or earlier if possible:
TEACHER—Scale 2.
An experienced class TEACHER is required, prepared to accept responsibility for PHYSICAL EDUCATION including the maintenance of equipment. Teachers are encouraged to develop such methods as are best suited to their ability, personality and [illegible]
Closing date: 30th November, 1975.
Application forms available from the Principal Recruitment Officer (Education), Municipal Offices, Howard Street, Rotherham. Tel.: Rotherham 2131 ext. 3367.
B. W. Ellis, Director of Personnel Services.

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
WOODSETTS INFANT SCHOOL
Required for April, 1976:
TEACHER—Scale 2.
First TEACHER required to be responsible for display.
Closing date: 30th November, 1975.
Application forms available from the Principal Recruitment Officer (Education), Municipal Offices, Howard Street, Rotherham. Tel.: Rotherham 2131 ext. 3367.
B. W. Ellis, Director of Personnel Services.

WEST SUSSEX
SOUTHGATE WEST FIRST AND MIDDLE SCHOOL
[illegible] Hill, Southgate West, Crawley, Sussex
Experienced Infant TEACHER, Scale 2, required April, 1976, with qualities of LEADERSHIP for 1st School [illegible] of seven classes. Music would be an advantage.
BISHOP BELL MIDDLE SCHOOL
[illegible] Road, Tilgate, Crawley, Sussex
Scale 3 ASSISTANT CO-ORDINATOR for SCIENCE teaching required April, 1976.
OUR LADY QUEEN OF HEAVEN R.C. FIRST SCHOOL
[illegible] Lane, Langley Green, Crawley, Sussex
Scale 2 ASSISTANT with responsibility for MUSIC required April, 1976. Person of the Roman Catholic faith preferred. A qualification in the Religious Doctrine an advantage but not essential.
SOUTHGATE WEST FIRST AND MIDDLE SCHOOL
[illegible] Hill, Southgate West, Crawley, Sussex
Scale 2 ASSISTANT required April, 1976, for Middle School, with ability to offer MUSIC or MATHEMATICS.
London Fringe Allowance payable for appointments within Crawley New Town. Favourable housing scheme available for teachers appointed to permanent posts within Crawley New Town.
ST. MARY'S C.E. JUNIOR AND MIDDLE SCHOOL
[illegible] Lane, East Grinstead, Sussex
Scale 3 ASSISTANT (male preferred) required April, 1976, for second year juniors with special responsibility for GAMES and PHYSICAL EDUCATION equipment.
Further details and application form from the Education Officer, Education Department, Goffs Park, Horsham Road, Crawley, on receipt of foolscap stamped addressed envelope. Removal and resettlement expenses payable in approved cases.

Remedial Posts

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
SEVENOAKS DIVISION
ST. JOHN'S C. OF E. PRIMARY SCHOOL
Bradbourne Park Road, Sevenoaks
Tutorial Unit opening January, 1976: ASSISTANT TEACHER, Scale 1, plus Special School Allowance, plus London Fringe Allowance. We are looking for a well experienced and qualified mature teacher, with a strong desire to work as part of a team (Teacher in Charge, 2 Assistant Teachers and Welfare Assistant) in a purpose built unit with up to 30 children between 6 and 9 years old. They will need skill and sympathetic teaching to help them achieve their full potential and overcome a variety of learning problems. Warmth, understanding and a firm teaching approach are important qualities.

Please apply to the Head Teacher, Sevenoaks 57034.

NEWHAM
(London Borough of)
PRIMARY SCHOOLS
POSTS OF SPECIAL RESPONSIBILITY
WEST SILVERTOWN PRIMARY SCHOOL
Evelyn Road, London, E.16
(71 on roll plus 17 full-time and part-time Nursery Places)
Required January, 1976:
A primary TEACHER who is interested in teaching the basic skills to children who have some speech disorder. The post entails working in cooperation with a speech therapist and teachers on the staff. Scale 2 post available for suitable applicant.

Burnham Scales plus London Allowance £351 plus Social Priority Allowance £201 or £276.

Application forms are available from this office and should be returned to the undersigned as soon as possible.

J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, E15 4BH.

Scale 1 Posts

AVON COUNTY
ELMLEA INFANTS' SCHOOL
Elmlea Avenue, Westbury-on-Trym
Bristol BS9 3UU
Required for January, experienced TEACHER for younger infants (transitional vertical groupings) in Co-operative Unit.

Scale 2 post may be available.

Application by letter to the Head Teacher by 21st November, with full details of qualifications, experience and names of two referees.

BARNET
(London Borough)
Required from January, 1976:
ALL SAINTS' C.E., J.M.I. SCHOOL
Oakleigh Road North, Whetstone
N20 9EZ
(Roll: 245)
TEACHER for 2nd Year Infant Class. Ability to take Art and Junior Girls' Games an advantage.
CHURCH HILL J.M. & I. SCHOOL
Burlington Rise, East Barnet
EN4 8NN
(Roll: 317)
Enthusiastic Infants' TEACHER.
In approved cases assistance may be given by way of housing, the payment of up to 100 per cent removal expenses, and the payment of separation allowances.
Application forms (stamped addressed envelope) obtainable from the Director of Educational Services, Town Hall, Friern Barnet, N11 3DL to be returned to the Head Teacher at the school 21st November, 1975.

BERKSHIRE
WOKINGHAM DISTRICT
WHITEKNIGHTS PRIMARY SCHOOL
(WSH 1475)
Fairlawn Green, Nr. Reading
Required for January, 1976: Qualified ASSISTANT TEACHER to work in Infant Department. The school has 280 children, approximately 100 of which are Infants. Closing date: 12 November, 1975.
Application forms from and to be returned to Wokingham District Education Office, Reading Road, Wokingham.

BUCKINGHAMSHIRE
BEACONSFIELD/CHILTERN DIVISION
HYDE HEATH COUNTY FIRST SCHOOL
Hyde Heath, Amersham HP6 5RW
Head: Mr. L. W. Barker
(Number on Roll: 45)
Required for January, an experienced TEACHER of first and second year infants. Music essential. London area fringe allowance of £141 p.a. in addition to Burnham salary. Removal expenses up to £180 payable in approved cases.
Application forms and further details from the Head of the School, Telephone: Chesham 3830.

BUCKINGHAMSHIRE
BEACONSFIELD/CHILTERN DIVISION
IVER HEATH COUNTY FIRST SCHOOL
Slough Road, Iver Heath SL0 0DT
Head: Mrs. I. A. Luff
Number on Roll: 197
TEACHER required for January for Class of 5-6 year olds until the end of the school year. Interest in music would be an advantage. Newly opened School. London area fringe allowance of £141 p.a. in addition to Burnham salary. Removal expenses up to £180 payable in approved cases.
Enquiries to Head at the School, Telephone: Iver (0753) 652302.

CAMBRIDGESHIRE
PETERBOROUGH AREA
LINDENS JUNIOR GIRLS' SCHOOL
Craig Street, Peterborough PE1 2EJ
(Telephone Peterborough 3897)
(Roll, 196)
Required for January, 1976:—
ASSISTANT TEACHER for first and second year junior class.
Scale 1 post plus social priority allowance.
There is a possibility of housing in appropriate cases and the authority will assist with removal expenses.
Please apply by letter, enclosing full details and the names and addresses of two referees, to the Headmistress, Mrs. J. Beale, at the above address not later than November 18, 1975.
YAXLEY COUNTY INFANTS' SCHOOL
Main Street, Yaxley, Peterborough
PE7 3LB
(Roll, 270)
Required for January, 1976:—
ASSISTANT TEACHER required for five-year-old children at this open-plan school.
Scale 1 post.
Please apply by letter, enclosing full details and the names and addresses of two referees, to the Headmistress, Mrs. J. Woodon, at the above address not later than November 18, 1975

WERRINGTON COUNTY JUNIOR SCHOOL
Amberley Slope, Peterborough PE4 6QG
(Telephone: Peterborough 71779)
(Roll, 350)
Required for January 1976:
ASSISTANT TEACHER for GENERAL SUBJECTS with special interest in Physical Education and Games for boys. Scale 1 post. There is a possibility of assistance being given with housing and removal expenses in appropriate cases.
Please apply by letter, enclosing full details and the names and addresses of two referees to the Headmaster, Mr. A. Coleman, at the above address not later than November 21, 1975.

DEVON
BRIXHAM C.E. (Controlled) INFANTS' SCHOOL
Higher Ranscombe Road
TEACHER, Scale 1, required January or April for Reception Class. Experience of modern methods essential.
Application forms (stamped addressed envelope foolscap) from the Headmistress, returnable by 21st November, 1975.

DEVON
LANDCROSS COUNTY PRIMARY SCHOOL
Near Torrington
(Number on roll, 79)
ASSISTANT MISTRESS (Scale 1) required to teach Infants from January or April, 1976. Applicants should have an interest in Music, Girls' Games and Swimming.
Application forms from the Headmaster, returnable by November 21, 1975.

DEVON
WIDEY COURT PRIMARY SCHOOL
Widey Lane, Crownhill, Plymouth
ASSISTANT TEACHER Scale 1 for reception infants. Temporary appointment for one or two terms commencing January, 1976.
Application forms (stamped addressed envelope) from Headmaster to whom completed forms should be returned as quickly as possible.

DORSET
CANFORD HEATH FIRST SCHOOL
Learoyd Road, Canford Heath
Poole
Required, January, 1976, experienced TEACHER for class of eight-year-old children. Scale 1. Assistance with removal and legal expenses.
Application forms and further particulars from Headmistress on receipt of stamped addressed envelope.

EALING
(London Borough)
EDUCATION SERVICE
LADY MARGARET FIRST SCHOOL
Lady Margaret Road, Southall, Middlesex
Required as soon as possible, a qualified experienced First School TEACHER.
London weighting £351.
Applications to the Head at the school as soon as possible.
ST. JOHN'S FIRST AND MIDDLE SCHOOL
Felix Road, West Ealing, London W.13
Required for January, 1976, middle school TEACHER to work in Team Teaching situation with 10 to 11 year olds. Generally capable music an advantage. Genuine interest in children with problems.
£351 London Allowance plus social priority addition.
Application forms from Head Teacher to be returned as soon as possible.
In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.

EAST SUSSEX
COUNTY COUNCIL
SIDLEY COUNTY PRIMARY SCHOOL
Headmaster: Mr. O. M. Mogor
(re-advertisement)
Required in January, 1976, if possible, MASTER/MISTRESS for Lower Juniors able to offer Music throughout the junior school. Possibility of Scale 3 post.
Application forms from the Area Education Officer, 20 Wellington Square, Hastings, East Sussex, to whom completed forms should be returned by Monday, 17th November, 1975.

EAST SUSSEX
COUNTY COUNCIL
ST. PAUL'S C.E. PRIMARY SCHOOL
Hornlye Road, St. Leonards-on-Sea
Headmaster: Mr. D. Norcross, M.Ed., L.C.P.
(Group 7)
Required for January, 1976, if possible, ASSISTANT MISTRESS for reception infants. Possibility of a Scale 2 post for a suitably qualified applicant.
Application forms from the Area Education Officer, 20 Wellington Square, Hastings, East Sussex, to whom completed forms should be returned by Monday, 24th November, 1975.

HARROW
EDUCATION COMMITTEE
Applications are invited from suitably qualified TEACHERS for the following post:
PINNER PARK FIRST SCHOOL
Headstone Lane, North Harrow, HA2 6JT
Tel. No. 01-863 2141
Required for January, 1976, an ASSISTANT TEACHER for a class of 6 year old children. Music an advantage but not essential.
Housing accommodation may be available in suitable cases, reasonable removal expenses (lowest tender) lodging allowance of up to £10 per week and up to £500 towards Legal and Estate Agent fees may be payable.
Application forms from and to be returned to the Head of the School by 17th November, 1975.

HARROW
EDUCATION COMMITTEE
Applications are invited from suitably qualified TEACHERS for the following post:
STAG LANE FIRST SCHOOL
Collier Drive, Edgware, Middx.
Tel. No. 01-952 1475
Required for January, 1976, experienced TEACHER initially for reception class with possibility of Scale 2 post for a suitably qualified candidate. Newly qualified teachers will also be considered.
Housing accommodation may be available in suitable cases, reasonable removal expenses (lowest tender) lodging allowance of up to £10 per week and up to £500 towards Legal and Estate Agent fees may be payable.
Application forms from and to be returned to the Head of the School by 17th November, 1975.

HERTFORDSHIRE
COUNTY COUNCIL

NORTH HERTS DIVISION

HILLSHOTT INFANT SCHOOL
Ridge Avenue, Letchworth
(Group 4)

Infant TEACHER required January for Reception Class. This appointment will be until August 1976 with a possibility of extension.

Applications to the Headmistress from whom further details may be obtained. Removal expenses may be paid.

HERTFORDSHIRE
COUNTY COUNCIL

ST. ALBANS DIVISION

COLNEY HEATH J.M.I. SCHOOL
(Group 3)
Colney Heath, St. Albans

TEACHER required January for Infant Reception Class. Ability to teach Music would be welcome.

Write to the Headmaster giving names and addresses of two referees.

HERTFORDSHIRE
COUNTY COUNCIL

ST. ALBANS DIVISION

ST. PETER'S J.M.I. SCHOOL
(Group 4)
Old London Road, St. Albans

Experienced Infants TEACHER required for January for this well-established School recently moved into new buildings. Music an advantage.
Applications to the Head naming two referees.

HERTFORDSHIRE
COUNTY COUNCIL

STEVENAGE DIVISION

MARTINS WOOD J.M. SCHOOL
(Group 5)
Mildmay Road, Stevenage

TEACHER for January 1976, preferably experienced. Ability to teach FRENCH an advantage. Possibility of Scale 2 post for a suitable applicant.
Apply to the Headmaster, with names of two referees, as soon as possible. Further details on request. Removal expenses may be paid.

HERTFORDSHIRE
COUNTY COUNCIL

STEVENAGE DIVISION

TROTTS HILL INFANTS' SCHOOL
Wisden Road, Stevenage
(Group 4)

Enthusiastic experienced TEACHER required January, 1976, for this open-plan, vertically grouped school. Possibility of Scale 2 post for suitable applicant. Further details on request. Removal expenses may be paid.
Write to the Head giving names of two referees.

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
EDWARD FIRST SCHOOL
Edward Street, Grimsby
Required for 1st January, 1976:
TEACHER for five and six year olds, with special responsibility for coordination of activities in MATHEMATICS.
Application forms obtainable from the Divisional Education Office, Eleanor Street, Grimsby, should be returned to the Head Teacher at the school within 10 days of this advertisement.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
Applications are invited from qualified TEACHERS for the following posts. GENERAL SUBJECTS in addition to any other qualifications mentioned. Unless otherwise stated, schools admit the full infant and junior age range and are County Schools.
Applications for specific posts should be submitted on Form T.1 to the Head Teacher at the address shown, unless otherwise stated. General applications should be submitted to the Divisional Education Officers.

GRAVESHAM DIVISION

WESTCOURT COUNTY PRIMARY INFANTS' SCHOOL
Silver Road, Gravesend
(Roll 237)
TEACHER required for January, 1976, with an interest in teaching reading.

MEDWAY DIVISION

ROCHESTER, ST. MARY'S C.P. SCHOOL
Gun Lane, Strood
TEACHER required from January for top infants or lower juniors.

DOVER DIVISION

SIBERTSWOLD C.E. PRIMARY
Shepherdswell, Dover
TEACHER for a class of Upper Infant/Lower Junior age children required January, 1976. Pianist essential. Interest and ability in Physical Education and Games an additional recommendation.

THANET DIVISION

MARGATE, NORTHDOWN COUNTY PRIMARY SCHOOL
(Roll 545)
ASSISTANT TEACHER required for middle juniors. Scale 1 post.
Applications with names and addresses of two referees to the Head.

MAIDSTONE DIVISION

HUNTON C.E. (AIDED) PRIMARY SCHOOL
near Maidstone
TEACHER for Reception First Year Infants class of 20 children presently family grouped. Interest in music an advantage. Vacancy due to promotion. Modern premises.
Application forms returnable to Mr. M. Owen, The Old School House, Hunton, near Maidstone.
BLACKLANDS C.P. JUNIOR SCHOOL
East Malling
MAN for Upper Juniors. Modern school.

SEVENOAKS DIVISION

CROCKENHILL C.P. SCHOOL
The Green, Crockenhill, Swanley BR8 8HD
ASSISTANT MISTRESS for Infants required for January, 1976, ability to teach Music an advantage. College leavers may apply.
Please apply direct to the Headmaster enclosing a stamped addressed envelope.

TUNBRIDGE WELLS DIVISION

GOUDHURST C.E. (CONTROLLED) J.M. AND I.
Goudhurst, Cranbrook
For January, 1976, MASTER or MISTRESS for First Year Juniors. School house available.
Application forms (stamped addressed envelope) from and to the Headmaster.
GOUDHURST C.E. (CONTROLLED) J.M. & I.
Goudhurst, Cranbrook
For January, 1976, MISTRESS for Infants.
Application forms from and to (stamped addressed envelope) the Headmaster.
BIDBOROUGH C.E. (CONTROLLED) J.M. & I.
Bidborough, Tunbridge Wells
For January, 1976, MASTER or MISTRESS for Juniors with a special interest for the younger age group.
Application forms (stamped addressed envelope) from and to the Headmaster.

ASHFORD DIVISION

ASHFORD BEAVER GREEN J. MASTER or MISTRESS for Upper Juniors. Post above Scale 1 available for suitable applicant.
ASHFORD WILLESBOROUGH I. MISTRESS for Infants.

SHEPWAY DIVISION

LYDD COUNTY PRIMARY JUNIOR SCHOOL
Skinner Road, Lydd,
Romney Marsh, Kent.
Present roll 304

ASSISTANT TEACHER, man or woman, required for Lower Juniors. January, 1976.

Scale 1 post.

KINGSTON upon Thames
(Royal Borough of)
ST. JOHN'S C. OF E. PRIMARY SCHOOL
Portland Road, Kingston upon Thames KT1 2SG
(195 boys and girls)
Required for January, 1976, a TEACHER for Lower Juniors.

London Allowance £267.

Assistance may be provided with removal expenses.

Application forms obtainable from the Chief Education Officer, Tolworth Tower, Surbiton, Surrey KT6 7DU to be returned to the Headmaster at the school as soon as possible.

LEICESTERSHIRE

ST. PATRICK'S R.C. PRIMARY SCHOOL
Harrison Road, Leicester

TEACHER preferably Catholic, wanted for top infant class. Ability to offer Music and organisation and teaching of Swimming an advantage.

GREYSTOKE PRIMARY SCHOOL
Thornton Drive, Narborough, Leicester

Reception Infant TEACHER required January.

Apply (no forms) with full particulars and names and addresses of two referees to the Head from whom further details can be obtained.

NORTH YORKSHIRE
(County of)
SCARBOROUGH AREA
EDUCATION OFFICE
Required from January 1976 or as soon as possible thereafter.
GLADSTONE ROAD COUNTY INFANTS' SCHOOL
ASSISTANT TEACHER for INFANTS.
SNAINTON C.E. PRIMARY SCHOOL
ASSISTANT TEACHER for INFANTS.
Stamped addressed envelope for application form to Area Education Officer, Education Offices, Huntriss Row, Scarborough, to be returned there completed as soon as possible.

OXFORDSHIRE
STANFORD-IN-THE-VALE PRIMARY SCHOOL
(Roll 230)
Stanford-in-the-Vale, Faringdon
Oxon
ASSISTANT MISTRESS for Reception Class from January, 1976.
Application forms from Headmaster, stamped addressed envelope please.

BOROUGH OF HARINGEY

Education Service

Required for January 1976 or as soon as possible thereafter.

TRAINED NURSERY TEACHERS

for NURSERY SCHOOLS or NURSERY CLASSES in INFANT SCHOOLS.

London Allowance £351 payable.

Removal expenses 100 per cent payable.

Application forms (s.a.e.) may be obtained from The Chief Education Officer, Education Offices, Somerset Road, N.17, to whom the forms should be returned by 21st November, 1975.

TEACHING VACANCIES

EDUCATION DEPARTMENT

PRIMARY SCHOOLS

Brimrod C.P. School (4-10)
Holborn St., Rochdale. Tel. Rochdale 47146
Experienced teacher for class of 7+ pupils. A Scale 2 post is available for applicants able to assume responsibility for Language Development.

Hollin County Infants (5-7)
Waverley Rd., Middleton M24 3JG
Tel. 643 8719
Required for January 1976, Infant teacher, Scale 1. An interest in Music would be helpful.

St. Margaret's C.E. Primary (5-11)
Heys Lane, Heywood OL10 3RD.
Tel. Heywood 69839
Infant teacher, Scale 1.

Sacred Heart R.C. Primary (5-11)
Kingsway, Rochdale OL16 4AW
Tel. Rochdale 49961
Required for January, teacher for Reception Class, Scale 2 for suitable applicant. S.P.S. allowance payable.

MIDDLE SCHOOLS

Kingsway Middle (10-13)
Turf Hill Rd., Rochdale OL16 4XA
Tel. Rochdale 40931
Required immediately, a General Subjects teacher. Please state specialism. This is a temporary post from November to 30th April, 1976.

HIGH SCHOOLS

Sutherland High (11-18)
Sutherland Rd., Darnhill, Heywood OL10 3PL. Tel. Heywood 60466
Required for January. Temporary full-time, Scale 1 for General Subjects and some English, mainly in the Humanities Department.

FOR ALL posts, please apply at once by letter (no forms) to the Head Teacher, giving details of age, experience and qualifications, together with the names and addresses of two referees.

Metropolitan Borough of Rochdale

PRIMARY
Scale 1
continued

REDBRIDGE
(London Borough of)
Vacancies exist for infant and junior TEACHERS in January, 1976. These are for both experienced and first appointment teachers.

The London Borough of Redbridge is a pleasant residential area in north-east London, with easy access to the West End and the Essex countryside. Help will be given in finding accommodation, with legal fees for house purchase, removal and resettlement expenses where appropriate. Outer London Allowance payable.

Application forms obtainable from and returnable to J. E. Fordham, B.A., Chief Education Officer, Education Offices, P.O. Box No. 11, 255-259 High Road, Ilford.

RICHMOND UPON THAMES
(London Borough of)
HEATHFIELD JUNIOR MIXED SCHOOL
Cobbett Road, Twickenham
TW2 6EN

Required from January, 1976, enthusiastic TEACHER of Lower Juniors.

Forms from D. Naismith, Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headmaster at the school 17th November.

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
BRAMLEY GRANGE JUNIOR AND INFANT SCHOOL
Required for April, 1976.
TEACHER, Scale 1,
For Lower Juniors.
Closing date: 30th November, 1975.
Application forms available from the Principal Recruitment Officer (Education), Municipal Offices, Howard Street, Rotherham. Tel: Rotherham 2121, Ext. 3567.
R. W. Ellis, Director of Personnel Resources.

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
MALTBY ST. MARY'S R.C. J. & I. SCHOOL
Required for April, 1976, or earlier if possible:
TEACHER, Scale 1, For the Nursery.
Practising Catholics preferred.
Closing date: 30th November, 1975.
Application forms available from the Principal Recruitment Officer (Education), Municipal Offices, Howard Street, Rotherham. Tel: Rotherham 2121. Ext. 3567.
R. W. Ellis, Director of Personnel Resources.

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
LAUGHTON JUNIOR AND INFANT SCHOOL
Required for April 1976, or earlier if possible.
TEACHER, Scale 1
For Infants.
Special consideration will be given to any applicants able to offer music.
Closing date: 30th November, 1975.
Application forms available from the Principal Recruitment Officer (Education), Municipal Offices, Howard Street, Rotherham. Tel Rotherham 2121. Ext. 3567.
R. W. Ellis, Director of Personnel Resources.

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
MALTBY REDWOOD JUNIOR AND INFANT SCHOOL
Required for April, 1976
TEACHER—Scale 1 for P.E. and outdoor activities. Ability to play piano desirable but not essential.
Closing date, 30th November, 1975.
Application forms available from the Principal Recruitment Officer (Education), Municipal Offices, Howard Street, Rotherham. Tel Rotherham 2121 Ext. 3567.
R. W. Ellis, Director of Personnel Resources.

SUFFOLK
COUNTY COUNCIL
EDGAR SEWTER C.P. SCHOOL
Halesworth
(Number on roll: 440, five to 11)
Headmaster: Mr. R. D. Clissman

Required for Spring or Summer Term 1976, a qualified and experienced TEACHER of INFANTS (Scale 1).

Application forms and further details are available from the Headmaster, Edgar Sewter C.P. School, Norwich Road, Halesworth, to whom they should be returned as soon as possible.

TRAFFORD
(Metropolitan Borough of)
EDUCATION COMMITTEE
ELMRIDGE PRIMARY SCHOOL
(346 Mixed)
Wilton Drive, Hale Barns, Cheshire WA15 0JF
Tel.: 061-980 4941
Juniors with boys' games
Application forms, available from the head of the school, should be returned as soon as possible.

SURREY
COUNTY COUNCIL

Generous relocation expenses in approved [illegible] per annum throughout the County.

ST TARCISIUS RC MIDDLE SCHOOL
THE KNOLL, KNOLL ROAD, CAMBERLEY

Deputy Headmaster

required January, 1976, for this Group 5 voluntary aided Middle school for children aged 8-12 years. Salary scale £3,750-£4,833 per annum. Number on roll (September 1975) 294.

All applicants should be practising Roman Catholics.

Application forms and further details available on receipt of self addressed envelope from the Area Education Officer, Lismore, 9 Heathside Road, Woking, Surrey.

Completed application forms should be returned by 21 November, 1975.

Bedfordshire

HEAD
of Streetfield Middle School
Dunstable (Group 6)
Salary [illegible] per annum
From: April 1976

This new school located at Dunstable on the north eastern edge of the Chiltern Hills: is due to open in September, 1976, initially, with a comprehensive 10+ age group of 154 boys and girls. It is expected to develop progressively to provide for 600 pupils. Re-organisation on a three tier basis began in the area in September 1973.

Application form and further particulars from:—
D. P. J. Browning,
Chief Education Officer,
County Hall, Bedford, MK42 9AP
to arrive not later than 30th November, 1975.

WILTSHIRE

HILPERTON C.E. CONTROLLED PRIMARY SCHOOL
Newleaze, Hilperton, Nr Trowbridge BA14 7SB
(Number on Roll [illegible])

Temporary TEACHER Scale 1 (Male or Female) required from 1st January, 1976, until 31st August, 1976, to teach Lower Juniors.

Application form and further details obtainable from Headteacher, returnable as soon as possible.

STRATTON ST. MARGARET, COLEBROOK INFANTS
Towcester Road, Lower Stratton, Swindon SN3 4AS
TEACHER Scale 1 required for January, 1976. Co-operative teaching in a new school only opened in September, 1975.

Further details and application forms may be obtained from the Headmistress.

Middle School Education

Headships

EALING
(London Borough)
EDUCATION SERVICE
CHRIST CHURCH C. of E. MIDDLE SCHOOL
(Eight to 12 years)
New Broadway, Ealing, W 5
HEAD TEACHER required for summer term, 1976. Group 6: salary scale £5,181 to £5,808 plus £351 London allowance.

Application forms (stamped addressed envelope) from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU to be returned by November 21 to the Reverend A. P. Corin, The Clergy House, The Grove, Ealing, W.5.

In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.

HEREFORD AND WORCESTER
COUNTY COUNCIL
EVESHAM, ST. EGWIN'S C.E. (CONTROLLED) MIDDLE SCHOOL
Applications are invited for the post of HEAD TEACHER of this new group 6 school which is expected to have a roll of 300 children when it opens in September 1976.

Application forms available from and returnable to the County Education Officer, (S/LE) County Education Office, Castle Street, Worcester WR1 3AG. On receipt of a stamped addressed envelope (foolscap).

Closing date 24th November.

HERTFORDSHIRE
COUNTY COUNCIL
DACORUM DIVISION
BRIDGEWATER MIDDLE SCHOOL
Billet Lane, Berkhamsted
Applications are invited for the HEADSHIP of this Group 6 purpose-built, inter-form entry Middle School for April, 1976, or sooner. Help with housing may be available.

Forms and further details from the Divisional Education Officer, Town Hall, Hemel Hempstead, to whom they should be returned with letter of application by November 17th.

SUFFOLK
COUNTY COUNCIL
Applications are invited from suitably qualified and experienced TEACHERS for the following post:
HARDWICK COUNTY MIDDLE SCHOOL
Bury St. Edmunds
New school to open in September, 1976.
HEADMASTER/Headmistress.
Roll 600
Group 7
Age range 9-13 years.
Application forms and further details obtainable from the County Education Officer, County Hall, St Helen's Street, Ipswich (stamped addressed envelope, please), to be returned by 21st November, 1975.

Deputy Headships Senior Masters/ Mistresses

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
BRANDRETH MIDDLE SCHOOL
Parkside Campus, Parkside Drive, Houghton Regis, Dunstable.
Headmaster: Mr J. P. Selby
Required for the Summer Term, 1976:—
SECOND MISTRESS (Deputy Head's Scale Group 7) at this purpose-built Middle School. The successful applicant will be required to take an active part in the running of the school and be responsible for girls' welfare. Ability to assist in the development of music within the school, would be an advantage.

The Authority has a scheme for teachers moving into the county to assist with removal expenses.

Application forms from the Headmaster, to be returned by 21st November, 1975.

DONCASTER
METROPOLITAN BOROUGH COUNCIL
EDUCATION COMMITTEE
ABBEY C.E. MIDDLE SCHOOL
Station Road, Dunscroft, Doncaster DN7 4EG
Telephone Doncaster 840839
Required for April, 1976 or earlier if possible:
DEPUTY HEAD—Group 6.
Application forms and details available from Reverend C. Norwood, The Parsonage, Abbey Road, Dunscroft, Doncaster.

NORTH TYNESIDE
(Metropolitan Borough of)
EDUCATION COMMITTEE
CENTRAL MIDDLE SCHOOL
St. Peter's Road, Wallsend, NE28 7LQ
Head Teacher: Mr. E. A. Snowdon
Required for January, 1976:—
SECOND MASTER. Salary scale: Deputy Head, Group 7.
Applications forms are available on receipt of a stamped addressed envelope from the Director of Education, The Chase, North Shields, and should be returned to the Head Teacher within two weeks of the appearance of this advertisement.

By Subject Classification

English

Heads of Department

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON UPON HULL DIVISION
ST. JOHN FISHER R.C. JUNIOR HIGH SCHOOL
Courtland Road, Orchard Park Estate, Hull
Head H. B. Parkinson
Required for Easter, 1976, a HEAD of ENGLISH and third year SOCIAL STUDIES (Scale 3).

This is a mixed voluntary aided school for 840 pupils aged 9-13 years.

Application forms are available from the Head and should be returned by 14th November

Scale 1 Posts

MERTON
(London Borough of)
EDUCATION COMMITTEE
PARK HOUSE MIDDLE SCHOOL
Arthur Road SW19 7DZ
Headmaster, Mr R. J. Twinn
Qualified ASSISTANT TEACHER required on a temporary basis for the Spring and Summer Terms, 1976, to take ENGLISH in this mixed middle school for pupils aged 9 to 13 years.
London Allowance, £351.
Application forms available from the Headmaster to whom they should be returned by 19th November, 1975.

Modern Languages

Other Posts on Scale 2 and above

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
NEWNHAM MIDDLE SCHOOL
Balmoral Avenue, Bedford
Headmaster, T. W. Hall, D.A.E.S., A.C.P.
Required for January, if possible, enthusiastic and experienced FRENCH TEACHER with the ability to organise and develop this subject throughout the school.

Experience in the use of the En Avant course would be an advantage. Some General Subjects teaching might be needed. Scale 2 post.

Application forms available (stamped addressed envelope) from the Headmaster.

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
LEIGHTON MIDDLE SCHOOL
Church Square, Leighton Buzzard, Beds.
Headmaster: Mr. P. C. Jenkinson, B.A.

Required for April, 1976, a suitably qualified and experienced TEACHER of FRENCH to take responsibility for the subject throughout the school, scale 2. There are 220 on roll aged 11 to 13 years, but will eventually cater for the 9 to 13 age range.

Application forms obtainable from and returnable to the Headmaster by 4th December, 1975.

Music

Other Posts on Scale 2 and above

SUFFOLK
COUNTY COUNCIL
GREAT CORNARD MIDDLE SCHOOL
(620 on roll)
Required for January or Easter, 1976, TEACHER to be responsible for MUSIC throughout the school. Scale 2 post for suitably qualified and experienced candidate.

Further details and application forms obtainable (stamped addressed envelope please) from the Headmaster, Great Cornard Middle School, Great Cornard, Sudbury, Suffolk.

Pastoral

Heads of Department

SUFFOLK
COUNTY COUNCIL
PARKWAY MIDDLE SCHOOL
Haverhill
Required for January or Easter, 1976, in this new purpose-built middle school for 600 pupils aged 9-13, YEAR TUTOR (Scale 3), initially to work with the fourth year.

Haverhill is an expanding market town set in attractive countryside, within easy reach of Cambridge. The local housing authority is prepared to give special consideration to the applications of teachers.

Further details and application forms obtainable (stamped addressed envelope, please) from the Headmaster, Parkway Middle School, off Withersfield Road, Haverhill, Suffolk.

Physical Education

Scale 1 Posts

MERTON
(London Borough of)
EDUCATION COMMITTEE
HILLCROSS MIDDLE SCHOOL
Monkleigh Road, Morden SM4 4EQ
Headmaster: Mr B. M. Clesby, BA
Required for January, 1976:—
A temporary ASSISTANT (male) TEACHER for the Spring and Summer Terms in this developing Middle School to teach 8 and 9 year olds and to assist with Boys' Physical Education and Games.
London Allowance, £351.
Application forms available from the Headmaster to whom they should be returned by 19th November, 1975.

MERTON
(London Borough of)
EDUCATION COMMITTEE
MALMESBURY MIDDLE SCHOOL
Malmesbury Road, Morden
SM4 [illegible]
Headmaster Mr K. Grimwood
(Age range 9-13 years)
Required for January/April, 1976, an ASSISTANT TEACHER for BOYS' PHYSICAL EDUCATION and GAMES with some GENERAL SUBJECTS.
London Allowance £351. Mortgage facilities—legal expenses up to £300 and assistance towards removal expenses will all be considered where appropriate.
Application forms available from the Headmaster to whom they should be returned by 19th November, 1975.

Other than by Subject Classification

Other Posts on Scale 2 and above

EALING
(London Borough)
EDUCATION SERVICE
VIKING MIDDLE SCHOOL
Radcliffe Way, Yeading Lane, Northolt, Middlesex
Experienced TEACHER required for January, 1976, or as soon as possible thereafter for upper middle school class. Interest in boys' Games and Physical Education an advantage. Scale 3 for suitably qualified applicant.
London allowance £351.
In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.
Application forms from the Head Teacher, to be returned as soon as possible.

Scale 1 Posts

HARROW
EDUCATION COMMITTEE
Applications are invited from suitably qualified TEACHERS for the following post:—
ROXETH FIRST & MIDDLE SCHOOL
Roxeth Hill, Harrow, Middx
HA2 0JP
Tel. No. 01-422 1541
For commencement of [illegible] Term 1976. MASTER [illegible] School (8 to 12) with [illegible] experience to assume [illegible] for Boys' Games and to act as [illegible]ordinator for Lower Middle [illegible] 1½ fixed entry Scale 3 for [illegible] candidate.

Application forms and [illegible] particulars from Headmaster.

Housing accommodation [illegible] available in suitable cases, [illegible] able removal expenses [illegible] tenders), lodging allowance [illegible] £10 per week and up to [illegible] wards Legal and Estate Agent [illegible] may be payable.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
SWALE DIVISION
DANLEY MIDDLE SCHOOL
Halfway, Sheerness
Required for January, 1976
A TEACHER of GENERAL [illegible]JECTS for the 11/12 age [illegible] this 9-13 middle school. An [illegible] in integrated (History-Geog[illegible]) studies would be an [illegible] work of this Third Year [illegible]
Applications to the He[illegible] at the school.

Cyngor Sir
DYFED
County Council
EDUCATION COMMITTEE

COUNTY SECONDARY SCHOOL,
St. David's, Haverfordwest
Required to commence on 27th April, 1976:
TEACHER TO ASSIST WITH MATHEMATICS AND WOODWORK/METALWORK
A keen interest in the education of non-academic pupils is looked for.
Apply enclosing two testimonials and the names of two referees direct to the Headmaster at the school.

NORTH ROAD C.P. GIRLS' SCHOOL,
Milford Haven (Group 5 School)
Required for 1st January, 1976:
DEPUTY HEADTEACHER
for the above school. Applicants should be qualified and experienced female teachers.
Application forms are available, on receipt of a stamped addressed envelope, from the Area Education Officer, G.P.O. Box [illegible], Thomas's Green, Haverfordwest, to be returned no later than [illegible] November, 1975.

YSGOL GYNRADD PRENDERGAST,
Hwlffordd
Gwahoddir ceisiadau am
ATHRO/ATHRAWES GYDA CHYMWYSTERAU I DDYSGU FFRWD GYMRAEG
9-11 oed, yn Ysgol Gynradd Prendergast, Hwlffordd, ar Gyfer Ionawr 1af, 1976, neu cyn gynted ag sydd bosibl.
Cynigir gradd 2 i ymgeisydd addas.
Rhaid i'r ymgeisydd fod yn gwbwl rhugl yn y Gymraeg, ac wedi gwneud Cymraeg fel pwnc mewn prifysgol neu goleg addysg. Bydd diddordeb mewn gweithgareddau diwylliannol Cymraeg yn fantais.
Bydd cyfle i rai o'r plant symud ymlaen i ysgol uwchradd [illegible] gwnaun lle dysgir rhai pynciau trwy gyfrwng y Gymraeg.
Gellir cael ffurflenni cais ar ol derbyn amlen gyda chyfeiriad a stamp arni, oddi wrth y swyddog addysg rhanbarthol, blwch [illegible], y swyddfa bost, St. Thomas's Green Hwlffordd, a dylid eu dychwelyd erbyn Tachwedd 24ain 1975.

TREGARON COUNTY SECONDARY SCHOOL
Required as soon as possible:
A PART-TIME TEACHER OF COMMERCIAL SUBJECTS
Applications to be sent, immediately, direct to the Headmaster, together with one testimonial and the names of two referees.
Education Department, Headquarters, Pibwrlwyd, Carmarthen.
HENRY D. THOMAS
Director of Education

SURREY
COUNTY COUNCIL

- ★ FRINGE AREA LONDON ALLOWANCE £141 per annum throughout the County.
- ★ Generous relocation expenses in approved cases.
- ★ Some District Councils may be able to provide housing accommodation for teachers.
- ★ Applicants should be able to teach general form subjects in addition to any other subjects stated below.
- ★ All vacancies are from January unless otherwise stated.

POST OF RESPONSIBILITY

WOKING, ST. DUNSTAN'S R.C. MIDDLE (440)

HEAD OF MUSIC

Scale 2. Necessary to offer other subjects if possible, FRENCH.

Further details available from the Area Education Officer, Lismore, 9 Heathside Road Woking. Application forms available on receipt of a stamped, addressed, foolscap envelope, from the County Education Officer, County Hall, Kingston upon Thames, KT1 2DJ. Complete list of vacancies available second week of each month; if possible, please state areas preferred.

Secondary Education

Headships

AVON COUNTY
[illegible]A SCHOOL
[illegible] BS19 2HN
[illegible] Applications invited for the HEAD[illegible] in accordance [illegible] of school. Salary in accordance with Group 12. Appointment [illegible] 1st September, 1976. [illegible] S.A.E. for further information and application form returnable by 21st November from Chief Education Officer, Avon House North, P.O. Box 57, St. James Barton, Bristol, BS99 7EB.

BERKSHIRE
EDUCATION COMMITTEE
WINDSOR/MAIDENHEAD DISTRICT
NEWLANDS SCHOOL
Farm Road, Maidenhead
HEAD required in April, 1976, for this Group 11 Secondary Comprehensive School of about 1,025 girls, aged 11-18 years.
London Weighting £141 per annum. Assistance with removal expenses in approved cases.
Forms and further details from Divisional Education Officer, Old Parish School, Victoria Street, Windsor, Berks SL4 1EP (stamped addressed envelope). Closing date 17 November, 1975.

CITY OF BIRMINGHAM
EDUCATION DEPARTMENT
HEADSHIP
GOLDEN HILLOCK SCHOOL
(MIXED)
GROUP 11
(Plus S.P.B. Allowance)
Age range 11 to 18 (1,147 pupils on roll)
Re-advertisement

Applications are invited from suitably qualified TEACHERS for the post of HEAD TEACHER of the above school, to commence duty in April 1976. This 7 form-entry school which is situated approximately 2 miles to the south of the city centre, was re-organised on comprehensive lines in September 1973. The school has a well established Sixth Form, strong links with the local community and a thriving tradition of Community Service. It is a member of the Central and North West Two Consortium of Schools.

Application forms and further details may be obtained from the Chief Education Officer, South Area, Schools Branch, Education Office, Margaret Street, Birmingham B3 3BU, and should be returned by not later than 26th November, 1975. Previous applicants need not re-apply.

There is a scheme for assistance with removal expenses. (V10274)

HEREFORD AND WORCESTER
COUNTY COUNCIL
WORCESTER GRAMMAR SCHOOL FOR GIRLS
Spetchley Road, Worcester WR5 2LU
Group 11: 930 girls

Applications are invited for the post of HEADMISTRESS of this girls' grammar school, which becomes vacant in September, 1976. The school is housed in modern buildings situated in a pleasant residential area in the City of Worcester.

Application forms and further details available from the County Education Officer, County Education Office, Castle Street Worcester, WR1 3AG, on receipt of a stamped addressed envelope (foolscap). Closing date 24th November, 1975.

WILTSHIRE
TIDWORTH COMPREHENSIVE SCHOOL
Group 10
Applications are invited for the post of
HEAD
This new 11-16 Comprehensive School is being formed in September, 1977, by the amalgamation of the Tidworth Down Boys' Secondary Modern School and Ludgershall, The Castle Girls' Secondary Modern School. It is expected that there will be seven forms of entry and the total roll will rise to 1,000.
The existing Tidworth Down buildings are being extensively enlarged and adapted to accommodate the whole school on one site.
It is intended that the successful candidate should take up the post in September, 1976, in order to plan the formation of the new school.
Application forms and further details obtainable from the Chief Education Officer, County Hall, Bythesea Road, Trowbridge, BA14 8JB. Closing date 14th November, 1975.

Deputy Headships Senior Masters/ Mistresses

CROYDON
(London Borough of)
EDUCATION COMMITTEE
Invite applications from suitably qualified and experienced TEACHERS.
JOHN RUSKIN HIGH SCHOOL
Upper Shirley Road, Croydon, CR9 5AQ
Tel: 01-656 0964
Head: 01-656 0994
Head: Mr. W. R. Patterson, B.A.
Tenable: Summer Term 1976 (27th April, 1976).

Required from the beginning of the Summer Term 1976, the DEPUTY HEADMASTER for this 11-18 mixed comprehensive school. The present number on roll is 786 including a sixth form of 285 pupils.

Salary: Deputy Head Teacher Group 11.

Reasonable removal expenses will be reimbursed (details on request).

Applications on forms obtainable from, and returned to the Head Teacher at the above address by Friday, 28th November, 1975.

CROYDON
(The London Borough of)
EDUCATION COMMITTEE
invite applications from suitably qualified and experienced TEACHERS.
SYLVAN HIGH SCHOOL
Maberley Road, London
SE19 2JH
Tel: 01-771 2261
Head: Mr M. T. Currie
Tenable: 1st September, 1976
Sylvan High School is a new, purpose-built co-educational high school 11-16 age range. Opened in September 1974 with 128 first year pupils. It is now in its second year of expansion. From 1976, an eight form entry is planned and the school should reach its full roll of 1,250 pupils in 1980-81. The completion of attractive and well equipped buildings will take place in 1977.

Applications are invited from suitably qualified experienced men and women TEACHERS for the post of DEPUTY HEAD TEACHER. Candidates may choose responsibilities either in the field of curricula organisation, direction and development; or in the field of pastoral care. A substantial teaching commitment is envisaged, and this may be in any discipline.

Salary: Burnham Deputy Head Teachers Group 9 with additional London Allowance payable.

Reasonable removal expenses will be reimbursed (details on request).
Applications on forms obtainable from the Director of Education, Taberner House, Park Lane, Croydon, CR9 1TP, should be returned direct to the Head Master who will be pleased to furnish details and arrange preliminary visits. Closing date 15th November, 1975.

HAMPSHIRE

MID-HANTS AREA

THE MOUNTBATTEN SCHOOL
Whitenap Lane, Romsey
(Readvertisement)
HEADTEACHER required for this Group 10 Comprehensive (11-16) Mixed School for May, 1976. Closing date 14th November 1975—interviews will be held during December.

Further details and forms of application obtainable from The Area Education Officer, Southgate House, St. Swithun Street, Winchester (on submission of a foolscap stamped addressed envelope) to whom they should be returned. Assistance with removal expenses in approved cases.

HARINGEY
(London Borough of)
HIGHGATE WOOD SCHOOL
Montenotte Road, London, N8
Seven-form entry mixed comprehensive school, Group 11
(Roll 1,110)
Required for April, an experienced and well qualified FIRST DEPUTY HEAD of proven administrative ability, to succeed the previous Deputy Headmistress. The successful candidate would be expected to play a full part in the management of the school with involvement in both pastoral and curriculum work.

Closing date 24th November, 1975. Application forms and further particulars may be obtained from the Education Offices and returned to the Headmaster at the school.

Re-advertisement. (Candidates who applied in response to the first advertisement will be considered in connection with this second advertisement if they notify the Headmaster accordingly.)

Removal expenses—100 per cent allowed. London Allowance (£301) payable.

Chief Education Officer, Education Offices, Somerset Road, N17 [illegible].

DORSET

TWYNHAM COMPREHENSIVE SCHOOL,
CHRISTCHURCH

Applications are invited for the

HEADSHIP

of this comprehensive school of over 900 boys and girls aged 11 to 16. The salary is £7,455-£8,079 (Group 10).

The school is well situated to serve the central and western parts of Christchurch together with certain of the adjacent rural areas. The successful candidate will be expected to take up the appointment in September, 1976. Assistance with removal and legal expenses is given.

Application forms and further particulars from the
Senior Staffing Officer,
Eastern Area Education Office,
Portman House, Richmond Hill,
Bournemouth.

HARINGEY
(Borough of)
THE DRAYTON SCHOOL
Gladesmore Road, Tottenham, N15
Roll 1,100, Sixth Form 103
Telephone. 01-800 [illegible]
Applications are invited for the post of DEPUTY HEAD (Curriculum) at this multi-racial (Group 11 Mixed) Comprehensive School.

The successful candidate will become a member of the Senior Management Team concerned with all aspects of school policy and administration. His/her particular responsibilities will include coordinating the work of the various departments, curriculum planning and development, construction of the school timetable, internal and external examination timetables, the arrangement of day-to-day substitution for absent staff, and the supervision of students in training from Colleges of Education.

Vacancy due to the promotion of the present holder to a Headship.

Salary according to Group 11 Social Priority Allowance—£201; £276. London Allowance £351.

Application forms (stamped addressed envelope) and further details obtainable from the undersigned and to be returned by 24th November, 1975, to the Head of the School.

Removal expenses—100 per cent allowed.

Chief Education Officer, Education Offices, Somerset Road, N17 [illegible]

HERTFORDSHIRE
GRANGE PARK SCHOOL
London Road, Bushey
Six form entry all ability boys school in pleasant area with excellent site and facilities.
Required April, DEPUTY HEAD (Group 10 with London Allowance).
Applications invited from well-qualified teachers with suitable experience. Vacancy arises through promotion to headship. Removal expenses and lodging allowance payable in certain circumstances.
Full details of the post and method of application available from the Headmaster.

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON UPON HULL DIVISION
HULL TRINITY HOUSE SCHOOL
Prince's Dock Street, Kingston upon Hull
Head: Captain D. Thompson, B.Sc. (Econ.), Ex.C., D.M.S.
Required for April, 1976, a DEPUTY HEAD TEACHER for the Group 7 senior high school for 300 plus boys aged 13-18 years.
Applications are invited from graduates with appropriate experience and an interest in planning and administration.
The school, founded in 1787, provides a sound general education to "A" level, with a nautical bias for boys who wish to prepare themselves for a maritime career.
Further details and application forms may be obtained from the Head of the school to whom completed forms should be returned within 14 days of this advertisement.

LINCOLNSHIRE
EDUCATION COMMITTEE
DEPUTY HEAD
GRANTHAM, ST. WULFRAM'S C.E. (CONTROLLED) SECONDARY SCHOOL
(Group 8; Roll 623)
Required from Spring Term, 1976, or as soon as possible thereafter.

Application forms obtainable from the Divisional Education Officer, Council Offices, Sleaford, Lincs (stamped addressed foolscap envelope).

NEWHAM
(London Borough of)
SECONDARY SCHOOLS
SENIOR MASTERS
ST. JOHN'S CATHOLIC COMPREHENSIVE MIXED SCHOOL, 11-18, Grove Street, London. E13 [illegible]
(617 on roll)
Required for Summer Term, 1976, SECOND MASTER Director of Studies. (Deputy Head salary, Group 9)

Applications are invited from practising Catholic teachers for a new post in this expanding school with changing curricula needs. Applicants will have had the experience of running a large department and an interest in curricula development in at least one area of a comprehensive school and throughout the school.

Applicants will be expected to hold the Catholic Teachers' Certificate in Religious Studies (or its equivalent).

Burnham Scales, plus London Allowance £351.

Application forms can be obtained from the Head Teacher, Mr. E. J. M. Lawn, at the School.

Completed application forms to be returned to the undersigned (quoting TES) by Monday, 8th December, 1975.

J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford E15 [illegible]

NOTTINGHAMSHIRE
QUEEN ELIZABETH'S GRAMMAR SCHOOL FOR BOYS
Mansfield
(Voluntary Aided: to be Group 10)
Headmaster, J. R. M. Botchell, M.A., B.Litt.
Second DEPUTY HEADMASTER required from September, 1976, to assist in the development of the school as a 13-18 Comprehensive Upper School, and to have a particular interest in curriculum development. The school, founded in 1561, will be one of four Upper Schools. It is situated in extensive playing fields and has a building programme in hand in order to become fully comprehensive within a few years, the first non-selective intake being in September, 1976.

Application forms and further particulars can be obtained from the Headmaster of the school at 150 Chesterfield Road South, Mansfield, Nottinghamshire.

KENT County Council
Education Committee

CANTERBURY DIVISION

CANTERBURY, THE ARCHBISHOP'S C.E. (AIDED) SECONDARY SCHOOL (GROUP 9)

Applications are invited for the post of

HEADMASTER OR HEADMISTRESS

of this mixed non-selective school of 500 pupils including 43 in the Sixth Form. The post becomes vacant from the beginning of the Summer Term, 1976, on the retirement of the present Headmaster. The school is housed in good modern buildings on an excellent site overlooking Canterbury and the Cathedral.
Communicant member of the Church of England is essential.
Assistance with removal expenses given in approved cases. The County Council has an excess rent allowance scheme and a mortgage guarantee scheme.

Application forms and further details may be obtained from the Divisional Education Officer, 78 London Road, Canterbury, Kent, CT2 8LT.

Redbridge Secondary

The London Borough of Redbridge is a pleasant residential area in north-east London, with easy access to Central London and the Essex countryside. Assistance is given with legal fees for house purchase and towards removal and resettlement expenses where appropriate. Outer London Allowance is payable.

BEAL HIGH SCHOOL (Group 11)

Appointment of

HEAD

Applications are invited for the Headship of this new 6 F.E. mixed (11-18) comprehensive school which is due to open in September 1976. The new school will be formed through the re-organization of an existing 4 F.E. boys' grammar school, the premises of which are currently being substantially extended. The school occupies a large open site, with adjacent playing fields in a pleasant residential part of the Borough.

It is intended that the successful applicant should take up the appointment at the beginning of the Summer Term 1976 in advance of the opening of the new school.

Further particulars of the post and an application form can be obtained from the Chief Education Officer, J. E. Fordham, B.A., P.O. Box No. 11, 255/259 High Road, Ilford, IG1 1NN.
Closing date for receipt of applications, 21st November 1975.

OXFORDSHIRE

Cowley St. John Church of England Aided Upper School
Cricket Road, Oxford OX4 3DW
Roll 620

Applications are invited from suitably qualified and experienced candidates who are communicant members of the Anglican Church for the

Headship

of this Church of England Voluntary Aided School. It is hoped to make an appointment with effect from the start of the Summer Term, 1976.
The school is part of a three-tier comprehensive system, with the first comprehensive intake having been admitted in September, 1975, and it already has a developing Sixth Form. The buildings are new with playing fields on the site.
Further details and application forms can be obtained from Chief Education Officer, County Offices, New Road, Oxford OX1 1NA, on receipt of a stamped addressed envelope. Application forms should be returned to the Clerk to the Governors, The Rev. Canon L. R. Swingler, Diocesan Education Officer, Church House, North Hinksey, Oxford OX2 0NB, by 19th November, 1975.

Leicestershire

Group 8 Headship

COUNTESTHORPE LEYSLAND HIGH SCHOOL

A Leicestershire Plan 11-14 Middle School

HEADMASTER/ HEADMISTRESS

for April, 1976 600 pupils. The post offers great scope for an energetic and imaginative man or woman with clear ideas about the education of children in this critical age range. Details on request.

Apply (no forms) with full particulars, and the names and addresses of two referees, to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF, by 18th November, 1975.

Derbyshire
headship

Ecclesbourne School, Duffield.

Applications are invited from suitably qualified teachers for the Headship of this school from the Summer Term, 1976.
Ecclesbourne is, at present, a three form entry grammar school with a large sixth form. Section 13 Notices have been published and, subject to the Secretary of State's approval, the Authority intends to establish a five form entry 11 – 18 comprehensive school in September, 1976.
The school is situated approximately five miles north of Derby in the village of Duffield.

Group 10 at present (if the school is reorganised in 1976 – Group 11).

Application forms and particulars (s.a.e. foolscap please) from the Director of Education, County Offices, Matlock, Derbyshire, DE4 3AG. Closing date 21st November, 1975.

LONDON BOROUGH OF BEXLEY

BEXLEYHEATH SCHOOL

ROLL 1,700—Group 12

HEAD TEACHER

required from April, 1976. i.e, Summer Term, 1976, following the retirement of the present Headmaster. The Authority seeks to appoint a suitable person to lead this all-ability Mixed Secondary School.

Application forms and further details available from the Chief Education Officer (T.5), Town Hall, Crayford, Kent, to whom they should be returned by Monday, 24th November.

HAYES GRAMMAR SCHOOL, Wood End Green Road, Hayes, Middx UB3 2SE
(628 on roll—143 in Sixth Form)
Headmaster: Mr. B. Jolliffe, BA (Group 9)

Required for September, 1976

SECOND DEPUTY HEAD TEACHER

for this school due to grow from September, 1976, into a six form entry mixed comprehensive at which time the school will move into Group XI.
The school enjoys a pleasant site and has excellent facilities.
Application forms and further particulars from and *returnable to The Director of Education*, Belmont House, 38 Market Square, Uxbridge, Middlesex. Closing date 24th November, 1975.
London Allowance payable.
75% removal expenses in appropriate cases and some *assistance with temporary accommodation may be* possible

LONDON BOROUGH OF
HILLINGDON

Bedfordshire northern area

Pilgrim Upper School, Bedford
Group 12 Present Roll: 1210

Required for April 1976, or earlier if possible,

SECOND DEPUTY HEAD (Woman)

owing to the promotion of the present holder of the post to a Headship.

Applications are invited from suitably qualified teachers for this important post. The person appointed would share fully in the management of the school, but have particular responsibility for the pastoral supervision of girls.
Pilgrim School is a comprehensive upper school (13 to 18 years) gradually developing from a large and successful grammar school.

Application forms and further details may be obtained from the Headmaster (Mr R. D. Cornwell, M.A.), Pilgrim School, Brickhill Drive, Bedford MK41 7PZ. (Telephone Bedford 50612), to whom completed applications should be returned as soon as possible.

Redbridge
Secondary

The London Borough of Redbridge is a pleasant residential area in north-east London, with easy access to Central London and the Essex countryside. Assistance is given with legal fees for house purchase and towards removal and resettlement expenses where appropriate. Outer London Allowance is payable.

TRINITY R.C. HIGH SCHOOL (Group 11)
HEAD-DESIGNATE: J. P. GREENE, J.P., B.Sc.(Econ.)

Applications are invited from practising Roman Catholic teachers for the following senior posts in this new 6 F.E. mixed (11-18) R.C. Aided Comprehensive School scheduled to open in September 1976.

(1) **Deputy Head**
(To have particular responsibilities for the timetabling and curriculum development)

(2) **Deputy Head**
(To have particular responsibility for the Upper School)

(3) **Second Master/Mistress**
(To be in charge of the Lower School)

The new school will be formed through the amalgamation of an existing 2 F.E. girls' grammar and a 3 F.E. mixed secondary modern school, the buildings of which are being adapted and extended.

It is possible that one of the successful candidates will be asked to take up the appointment at the beginning of the Summer Term 1976.

Application form and further particulars are available from J. P. Greene, J.P., B.Sc.(Econ.), c/o St. Paul's R.C. Secondary School, Sydney Road, Woodford Wells, Essex, IG8 0TB.
Closing date for receipt of applications, 21st November, 1975.

SECONDARY
Deputy Headships continued

OLDHAM
(Metropolitan Borough of)
EDUCATION COMMITTEE
HATHERSHAW SCHOOL
Bellfield Avenue, Oldham
Required for Summer Term, 1976, or earlier, at this 14 to 18 mixed, comprehensive school :—
SECOND MISTRESS.
Paid on salary scale for Deputy Heads of Group 10 Schools.
Send stamped addressed foolscap envelope for further details and application forms to Director of Education, Education Offices, Old Town Hall, Middleton Road, Chadderton, Oldham, returnable to him by 18th *November.*

SANDWELL
(Metropolitan Borough of)
ALEXANDRA HIGH SCHOOL
Tipton, West Midlands DY4 7NP
DEPUTY HEADSHIP (Group 12)
Required for Summer Term, 1976.
This is an 11 to 18 Comprehensive *School serving an area of the industrial* West Midlands. The school is on two sites, the Lower School (years 1, 2 and 3) on one site, the Upper School (years 4 and 5) and the Sixth Form Unit the other.
The appointment will involve responsibilities for :—
(1) the day-to-day running of the *Upper School site* ;
(2) leading the pastoral care team in the Upper School ;
(3) assisting in the development of school policy, curriculum and timetabling.
Further particulars and application forms are available from the Director of Education, Education *Offices, Highfields, High Street*, West Bromwich, West Midlands. Closing date 21st November, 1975.

SHEFFIELD
EDUCATION COMMITTEE
KING EDWARD VII SCHOOL
Glossop Road, Sheffield S10 2PW
(an 11 to 18, mixed comprehensive, roll 1,400, including 300 in sixth form)
ASSISTANT HEAD Group 13.
Required for the commencement of the Summer Term, 1976 :—
An ASSISTANT HEADMASTER/HEADMISTRESS owing to retirement of present holder. Applications are invited from experienced teachers with organizing and administrative abilities.
Further details, job specification and application forms are obtainable from the Head Teacher and completed forms should be returned by 21st November to the Chief Education Officer, PO Box 67, Leopold Street, Sheffield S1 1RJ.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
PONTEFRACT BOYS SECONDARY SCHOOL
Applications are invited for the post of DEPUTY HEAD *of this Group 10 School. Candidates should have* organising and administrative ability and be able to work in close co-operation with the Pastoral Deputy Head and other Senior Staff.
The school is housed in new buildings situated in a pleasant residential area.
Further details and application *forms from the Headmaster*, Green Lane, Carleton, Pontefract, West Yorkshire, to whom they should be returned by 21st November, 1975.

WARWICKSHIRE
EDUCATION DEPARTMENT
HARTSHILL SCHOOL
Church Road, Hartshill, Nuneaton
(720 Boys and Girls)
Applications are invited from suitably qualified and experienced TEACHERS for the post of SECOND DEPUTY HEAD of this Group 10 Comprehensive School (12-16 years).
Main responsibilities will be curriculum development, educational technology and timetabling, in addition to a share in the day to day administration of the school.
Application forms and further details are available from the Headmaster, to whom completed forms should be returned by 24th November, 1975.

Remedial Posts

Heads of Department

BEDFORDSHIRE
EDUCATION SERVICE,
SOUTHERN AREA
ASHCROFT HIGH SCHOOL
Crawley Green Road, Luton LU2 9AG
Headmaster: Mr. G. E. Boden
Required for January or April, 1976, HEAD of REMEDIAL DEPARTMENT, scale 3 in this mixed comprehensive High School with approximately 1,200 pupils on roll.
Application forms obtainable from *and returnable to the Headmaster.*

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
OUSEDALE SCHOOL
Newport Pagnell
(891 on roll—mixed comprehensive)
Required for Easter 1976:
A TEACHER to be HEAD of REMEDIAL DEPARTMENT. Scale 3 post.
Newport Pagnell is situated just outside the designated area of the new city of Milton Keynes. Subject to the County Council's regulations removal expenses up to £108 and board and lodging allowances will be payable.
Application by letter to Mr. M. Cole, Head, Ousedale School, The Grove, Newport Pagnell, giving details of qualifications and experience and the names and addresses of two referees.

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
MINCHENDEN SCHOOL (MIXED COMPREHENSIVE)
High Street, Southgate, N14 6BN
(Roll 1,400)
Telephone 01-882 3746
HEAD of REMEDIAL COMPENSATORY DEPARTMENT *required* for January, 1976. A well qualified candidate with ability to organise this important Department. Scale 4 post available for a suitably qualified and experienced candidate.
Applicants are welcome to visit the school by arrangement.
Mortgage facilities subject to *funds being available.* Consideration given to the following: 100 per cent removal expenses, generous assistance with relocation costs, temporary housing accommodation for up to two years, £10 per week lodging allowance (up to four months) in certain cases.
Application forms obtainable from the Headmaster to whom they should be returned as soon as possible.

Other Posts on Scale 2 and above

BUCKINGHAMSHIRE
WYCOMBE DIVISION
BRENCHWOOD COUNTY SECONDARY SCHOOL
Downley, High Wycombe
Required as soon as possible, TEACHER-IN-CHARGE of Sanctuary Unit (Houghton Scale III). This Unit is being set up under the Urban Aid Programme in this School, housed in new buildings in a pleasant area. A teacher with experience of remedial work and of children with learning, emotional and behavioural problems from mixed racial and cultural backgrounds is looked for. Although the Unit will be a detached class on the school site, the teacher will be a member of staff and will work as part of a team, including the Headmaster, the Child Guidance Clinic and the Education Welfare Service. An ability to communicate and liaise with staff, agencies and parents will be of great importance.
Removal expenses up to £150 and housing allowance pending removal are payable in approved cases.
Application forms available from Divisional Education Officer, Tinnie House, Castle Street, High Wycombe HP13 6RD, to whom they should be returned before 24th November, 1975.

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON UPON HULL DIVISION
SIR HENRY COOPER HIGH SCHOOL
Thorpepark Road, Kingston upon Hull
Head: R. Cole, M.A.
Required for January, 1976, or as soon as possible thereafter, MASTER or MISTRESS to teach in a well established REMEDIAL DEPARTMENT. Opportunities exist for out of school activities particularly with the fourth and fifth year pupils. *A Scale 2 post will be available for* a suitably qualified and experienced teacher.
This is a mixed comprehensive school for about 1,100 pupils aged 13-18 years.
Application forms and further information may be obtained from the Head of the school to whom completed forms should be returned by 14th November.

Scale 1 Posts

BERKSHIRE
SLOUGH DISTRICT
NORTHBROOK CENTRE
Secondary Adjustment Unit, Slough
Required as soon as possible, suitably qualified and experienced MAN TEACHER. Interest in REMEDIAL ENGLISH and MATHEMATICS, or Craft or Games desirable, to work with small groups of emotionally *disturbed children aged 10-16 years.* £141 p.a. local weighting allowance. Possibility of accommodation within approx. 6 months.
Removal/lodging allowances available.
Application forms obtainable from, and returnable to, the District Education Officer, 48 High Street, Slough SL1 1EN.

DONCASTER
METROPOLITAN BOROUGH COUNCIL
DONCASTER EDUCATION COMMITTEE
MEXBOROUGH SCHOOL, Maple Road, Mexborough, Doncaster
Telephone Mexborough 2108
Required for January, 1976, or as soon as possible,
A TEACHER of REMEDIAL ENGLISH.
It is intended that the member of staff appointed to work within the Remedial Department should be able to undertake the teaching of reading and writing to children who would be returned to normal curriculum for the majority of *their time.* A willingness to work in conjunction with the parents would be essential. The school is a newly established comprehensive school formed by the amalgamation of Mexborough Grammar School and Mexborough Secondary School. The Sixth Form is organised as *a Sixth Form College.*
Letters of application to the Headmaster, Mexborough School, Maple Road, giving curriculum vitae and names of two referees.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
GRAVESHAM DIVISION
NORTHFLEET SCHOOL FOR BOYS
Colyer Road, Northfleet.
(eight form entry comprehensive intake, roll 957)
MAN or WOMAN required for January, 1976 to assist in REMEDIAL WORK in the school. Primary school training would be useful and a sympathetic approach essential. The work relates mainly to first and second year extracted groups, but some general teaching in other parts of the school may also be requested.
Apply by letter (no forms) to the Headmaster, naming two professional referees.

MEDWAY DIVISION
CHATHAM—WALDERSLADE SECONDARY SCHOOL FOR BOYS
Bradfields Avenue
(Roll 800)
We are looking for a TEACHER, man or woman, with specialist training in Remedial education and able to be responsible for diagnostic testing, to take a leading part in a team working with boys who need special help with the development of their language skills. We would particularly welcome someone trained and experienced in English teaching who would like to vary his or her work with Remedial groups by working with English classes possibly up to C.S.E. or "O" level. Scale 2 post available for suitable candidate. Social Priority School's Allowance also *payable.*
Full details of the post and school will be sent to enquirers. Write or telephone to the school (Medway 61695). Applications should be made by letter to the Headmaster giving two referees.

By Subject Classification

Art and Design

Heads of Department

ESSEX
COUNTY COUNCIL
Generous removal, lodging and disturbance allowances payable, and details of the availability of housing and nursery education can be obtained at the time of application.
FURTHERWICK PARK SCHOOL
(Roll: 1,260)
Furtherwick Road, Canvey Island, Essex SS8 7AZ
Telephone Canvey 2157/8
ART and CRAFT (Scale 3).
A creative but organised young TEACHER to take charge of and lead a dynamic department within the Faculty of Visual Studies. Outstanding facilities used by mixed *groups of mixed ability in years* one, two and three with options in years four and five to examination level.
Burnham plus additional payment.
Application forms and further particulars may be obtained from the Head of the school, to whom completed application forms should *be returned.*

KENT
(see INDEPENDENT SCHOOLS section, St. Edmund's School, Canterbury, Kent.)

SUFFOLK
COUNTY COUNCIL
ORWELL HIGH SCHOOL
(Roll 971, 11-18)
Maidstone Road, Felixstowe, IP11 9RF
For January, 1976, or as soon as possible thereafter, HEAD of ART DEPARTMENT, Scale 3 or 4 for suitable applicant.
To prepare the Department for commencement of "A" level work in September, 1976, and to expand C.S.E. "O" level work.
Apply by letter to the Headmaster in the first instance.

Other Posts on Scale 2 and above

BERKSHIRE
WOKINGHAM DISTRICT
THE BULMERSHE SCHOOL
(WS 1160)
Chequers Way, Woodley. Berks (Mixed Comprehensive for 1,3[illegible] pupils)
Required for January, 1976, 2 to [illegible]: TEACHER to specialise in three-dimensional work (Scale [illegible]) work in the Design Centre of the school. A range of courses offered including C.S.E. [illegible] Industrial Design and [illegible] Design. An interest in [illegible] communication would be [illegible]. There is considerable scope for [illegible] and pupils to develop their [illegible] the centre, which comprises [illegible] teaching and display areas, [illegible] situated on the same campus [illegible] local College of Education.
For further details please [illegible] to the Headmaster. Stamped addressed, please.

Scale 1 Posts

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
OUSEDALE SCHOOL
Newport Pagnell
(891 on roll—mixed comprehensive)
Required for January 1976 or [illegible] 1976.
TEACHER of ART. Scale 1, to specialise in any two of the following areas: Silk Screen, Graphics, [illegible] graphy, Print Making. A [illegible] appointment of one of the [illegible] considered. Excellent facilities [illegible] four new adjacent studios.
Applicants should be able to [illegible] as a member of a team. Newport Pagnell is situated just outside the designated area of the new city of Milton Keynes. Subject to the County Council's regulations removal expenses up to £108 and board and lodging allowances will be payable.
Application by letter to Mr M. Cole, Head, Ousedale School, The Grove, Newport Pagnell, giving details of qualifications and experience and the names and addresses of two referees.

DERBYSHIRE
EDUCATION COMMITTEE
MORTIMER WILSON COMPREHENSIVE SCHOOL
Alfreton, Derby DE5 7JA
Alfreton 2331
Required January 1976:
Headmaster: J. P. Billing, B[illegible]
TEACHER for POTTERY [illegible] Scale 1 (a full-time temporary appointment with the possibility of permanent appointment).
Apply direct to the Headmaster giving names and addresses of referees.

DEVON
DEVONPORT HIGH SCHOOL FOR BOYS
Paradise Road, Stoke, Plymouth (600 on roll) (Grammar)
MASTER or MISTRESS required *January, to teach ART* with [illegible] tunity to develop the [illegible] work. Scale 1. A temporary or permanent appointment would be considered.
Application forms [illegible] addressed envelope from the Headmaster returnable to him within [illegible] days.

DUDLEY
METROPOLITAN BOROUGH
THE GRANGE SECONDARY SCHOOL
Grange Lane, Stourbridge, West Midlands, DY9 7[illegible]
(11 to 18 co-educational) 1,140 on roll
Required for January 1976 TEACHER for ART Department. Post suitable for new entrant.
Further particulars and application forms from the Headmaster.

GLOUCESTERSHIRE
BROCKWORTH SCHOOL
(11-18 Comprehensive, 1,100 on roll)
Wanted from January [illegible] TEACHER of ART to work [illegible] purpose built block. Particular [illegible] in visual arts desirable.
Apply by letter with curriculum vitae and 2 referees immediately to the Headmaster, Brockworth School, Mill Lane, Brockworth, Glos. [illegible] paid addressed envelope for [illegible].

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
WINTRINGHAM COMPREHENSIVE SCHOOL
Weelsby Avenue, Grimsby (Tel.: 78111)
Headmaster, Dr. C. Haigh
(Number on roll 1,170)
(12-18 years)
Required for January or Easter 1976.
ART TEACHER to teach all [illegible] of ability up to and including Advanced level. An interest in three dimensional work and/or ceramics would be welcomed.
Application forms and further particulars available from the Headmaster of the school to whom they should be returned within 10 days of this advertisement.

Redbridge
Secondary
HAINAULT HIGH SCHOOL
Headmaster-designate: J. I. Westbury, Dip.Th., Dip.Ed.

Applications are invited for the following senior posts in this new 6FE Mixed (11-18) comprehensive school which is scheduled to open in September 1976.

1. **Deputy Head**
(principally to be responsible for the Upper School)

2. **Second Master/Mistress**
(principally to be responsible for timetabling and/or curriculum development)

The new school will be formed through the reorganisation of two existing secondary modern schools, one of which is being adapted and extended to form the Upper School of the new comprehensive.
It is possible that one of the successful candidates will be asked to take up his/her appointment at the beginning of the Summer term 1976 in advance of the opening of the new school.
Further particulars of the posts and application forms can be obtained from the Headmaster-designate, c/o King's Wood Secondary School, Harbourer Road, Hainault, Ilford, IG6 3TN.
Closing date, 28th November.

Liverpool

STANLEY PARK COMPREHENSIVE SCHOOL (GIRLS)
PRIORY ROAD, LIVERPOOL L4 2SL

Applications are invited for Summer Term 1976 or as soon as possible, for the post of :—

2nd DEPUTY HEAD

of this 10 form entry school.
Number on roll 1,500 pupils (including 45 in the Sixth Form)
Salary Group 12 *Deputy* Headteacher Scale £6,300 by £156 (4) to £6,924.
Application forms (Staffing Form TS) and further particulars obtainable from the Director of Education, 14 Sir Thomas Street, Liverpool L1 6BJ, on receipt of a self addressed *foolscap* envelope, and should be returned to this office not later than the 17th November 1975. Previous applicants will be considered automatically.

CONDARY
and Design
tinued

KENT
[illegible] COUNCIL
[illegible] COMMITTEE
[illegible] DIVISION
[illegible]—HIGHFIELD [illegible] SCHOOL
[illegible] Road
[illegible]—roll 784)
[illegible] required from January. [illegible] for ART. Ability to teach [illegible] French would be an advantage. [illegible] of part-time employment.
[illegible] apply to the Headmaster [illegible] two referees.

[illegible] DIVISION
[illegible] SECONDARY, [illegible] Road, Deal
[illegible] mixed)
[illegible] of HANDICRAFT (Metal- [illegible] preferred) required for January, 1976.
[illegible] of application with names [illegible] addresses of two referees to the [illegible] master at the school.

LEICESTERSHIRE
NEW PARKS GIRLS' SCHOOL
Greencoat Road, Leicester
Roll. 700
Secondary 11-16
ART. Scale 1.
Required January to work within Design Department.
Apply (no forms), with full particulars and names and addresses of two referees, to the Head, from whom further details can be obtained.

CITY OF SALFORD
EDUCATION DEPARTMENT
IRLAM HIGH SCHOOL
MacDonald Road, Irlam
Manchester M30 5LH
Telephone: 061-775 5525
(1,350 Boys and Girls)
Required from January, 1976 —
ASSISTANT TEACHER—Art. Scale 1.
To teach across the age range in a large and progressive department. New block with special facilities for Art and Design.
Application forms and further particulars from the Headmaster.

TRAFFORD
(Metropolitan Borough of)
EDUCATION COMMITTEE
URMSTON GIRLS' SECONDARY SCHOOL
[illegible]
[illegible] Road, Urmston, Manchester
[illegible]
Tel. 061-748 5512
ART SPECIALIST. Scale 1.
Required January, 1976. Must be willing to teach *photography*, [illegible] C.S.E. work, and Art to "O" level.
Application forms, available *from* the [illegible] of the school, should be returned as soon as possible.

Careers

Heads of Department

COVENTRY City of
[illegible] HILL MIXED COMPREHENSIVE SCHOOL
([illegible] on roll, 130 in Sixth Form)
[illegible] girls' Grammar School, [illegible] all ability first year [illegible] from September 1975.
Required Easter or September 1976: HEAD of CAREERS, Scale 3 to [illegible] careers programme for [illegible] throughout the school and particularly in Fifth and large Sixth [illegible] to initiate some careers [illegible] for boys. Applicants would be expected to make a teaching [illegible] and should state their [illegible] interests. Scale 3 post for [illegible] candidate.
Further details available from the Headmistress.
Closing date 10 days after appearance of advertisement.
Apply by letter enclosing curriculum vitae, and names and addresses of two educational referees to the Headmistress at the School, [illegible] Road, Coventry, CV1 4HU.

Scale 1 Posts

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
MAIDSTONE DIVISION
[illegible] MAPLESDEN NOAKES SCHOOL
[illegible] Buckland, Maidstone.
[illegible] form entry all ability mixed [illegible] opened in 1974, eventually [illegible] to about 900 pupils of 11 [illegible]
CAREERS TEACHER (Scale 3) [illegible] for September, 1976, to [illegible] a careers and guidance [illegible] in ideal conditions, and [illegible] the work with third year [illegible] also to be [illegible]. A small teaching commitment [illegible] be necessary.
Applicants with relevant training [illegible] experience should write to the Headmistress, [illegible] for further information.

Classics

Other Posts on Scale 2 and above

CAMBRIDGE SCHOOL CLASSICS PROJECT
A CLASSICIST with teaching experience and knowledge of evaluation techniques is to be appointed for two years from 1st September 1976 to [illegible] (not necessarily in [illegible]) an evaluation of the progress and effects of the Cambridge Latin course. [illegible] will be arranged.
Please apply by letter, with [illegible] and names of [illegible] referees by 30th November, to the Secretary, S.C.P., 17 Panton Street, Cambridge, [illegible] further details may be obtained.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
HAYWOOD COMPREHENSIVE SCHOOL
Edwards Lane, Sherwood, Nottingham, NG5 3HZ
Headmistress: Mrs. P. S. Wells
Mixed: 1,050 (11-16)
For January, LATIN and CLASSICAL STUDIES. (Scale 1 or 2 depending on qualifications and experience) to C.S.E. and "O" level in a well-established language department.
Applications (no forms) to the Headmistress, with names of two referees, as soon as possible.

Commercial Subjects

Heads of Department

BERKSHIRE
EDUCATION COMMITTEE
READING DISTRICT
SOUTHLANDS GIRLS' SCHOOL
Northumberland Avenue, Reading, RG2 7PY
Comprehensive Girls (850 plus)
Headmistress, Mrs. C. A. Huggins

Required for January, 1976, *HEAD of COMMERCIAL* DEPARTMENT. Salary Scale 2, to organise the teaching of Commercial Subjects (Typewriting, including Audio-Typing, Office Practice and Commerce) to girls in the senior school. There is a well equipped Typewriting room and the *school has a Resources Centre* with modern equipment.

Application forms obtainable from and returnable to the Headmistress at the School.

Assistance with removal expenses. Lodging allowance *(married teachers only)* in approved cases.

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
AMBROSE FLEMING SCHOOL
(Mixed Comprehensive)
The Ride, Enfield EN3 7DS
(Roll: 1,200 rising to 1,350)
Telephone: 01-804 1393.
Required in January 1976 or as soon as possible thereafter, a suitably qualified and experienced TEACHER as HEAD of the COMMERCE DEPARTMENT. Scale 3. Courses are well established in the 4th, 5th and 6th years in preparation for "O" level, C.S.E., R.S.A., and Pitman's examinations.
Mortgage facilities subject to funds being available. Consideration given to the following: 100 per cent removal expenses, generous assistance with relocation costs, *temporary housing accommodation* for up to two years, £10 per week lodging allowance (up to four months) in certain cases.
Application forms obtainable from the Headmaster to whom they should be returned as soon as possible.

KINGSTON upon Thames
(Royal Borough of)
BONNER HILL SCHOOL FOR GIRLS
Bonner Hill Road
Kingston upon Thames
Four Form Entry: 634 girls, providing a wide range of courses leading to *C.S.E.*, "O" and "A" level.
HEAD of COMMERCIAL SUBJECTS (Scale 3). Experienced and qualified TEACHER for January 1976 or as soon as possible thereafter. Commerce, typewriting, and office practice offered as option in fourth and fifth year. Commercial studies and shorthand as option *in* sixth year.
London Allowance: £267.
Assistance may be provided with removal expenses.
Application forms obtainable from the Headmistress at the School (Tel: 01-546 4490) to be returned to her *as soon as possible.*

Scale 1 Posts

ESSEX
COUNTY COUNCIL
Generous Removal, Lodging and Disturbance Allowances payable, and details of the availability of housing and nursery education can be obtained at the time of application.
MAYFLOWER COMPREHENSIVE SCHOOL
(Roll 1,584)
Stock Road, Billericay, CM12 0RT
Tel.: Billericay 3171/2/3
BUSINESS STUDIES.
Possibility of Scale 2. Able to teach LAW and ECONOMICS to "A" level, with possibility of some Business Studies. Commerce and links with the Humanities subjects. *Traditional standards* in work, manners and behaviour maintained.
Fringe Area Allowance of £141 payable.
Application forms and further particulars may be obtained from the Head of the School, to whom completed application forms should be returned.

HAMPSHIRE
MID HANTS AREA
PETERSFIELD SCHOOL
Cranford Road, Petersfield, Hants.
(11 to 18 comprehensive mixed, 1,105 on roll)
TEACHER of BUSINESS STUDIES.
Please write to the school giving curriculum vitae and the names and addresses of two educational referees. Further details obtainable from the Head. Assistance with removal expenses in approved cases.

HILLINGDON
(London Borough of)
MELLOW LANE SCHOOL
Hewens Road, Hayes End
Hayes, UB4 8JP
(1,107 pupils—136 in Sixth *Form*)
Head Teacher, G. D. Walters, Esq. J.P., B.Sc.
Required immediately, TEACHER for BUSINESS STUDIES Department who can offer any combination of the following: Shorthand, Typing, Office Practice, Commerce. There are well-established courses including Sixth Form work and the department works closely within the school's Resources Centre.
Please apply by letter to the Headmaster at the school giving the names and addresses of two referees.
London Allowance payable.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
DARTFORD DIVISION
WEST SECONDARY GIRLS' SCHOOL
Heath Lane, Dartford
TEACHER for COMMERCE, G.C.E. and C.S.E. courses in existence for Commerce and Business Studies. Fringe Allowance.
Applications to the Headmistress.

KINGSTON upon Thames
(Royal Borough of)
TOLWORTH GIRLS' SCHOOL
Fullers Way North, Tolworth
Surbiton, Surrey
960 girls
Required for January 1976 or earlier an ASSISTANT TEACHER in the COMMERCE DEPARTMENT
London Allowance: £267.
Assistance may be given with removal expenses.
Application forms obtainable from the Chief Education Officer, Tolworth Tower, Surbiton, Surrey, to be returned to the Headmistress as soon as possible.

CITY OF SALFORD
EDUCATION DEPARTMENT
BUILE HILL HIGH SCHOOL
Eccles Old Road, Salford M6 8RD
(Tel.: 061-736 1773 or 736 6300)
(11-16 Comprehensive, 1,200 pupils)

Required from September, 1976:—
Well qualified TEACHER—COMMERCIAL SUBJECTS.
To establish a department in the C.E.E. School. Scale 2 post initially. Opportunity for a proven teacher with sound experience to develop the subjects from the beginning.
Further details and application forms from the Headmaster, to whom completed applications should be returned as soon as possible.

Domestic Subjects

Heads of Department

ESSEX
COUNTY COUNCIL
Generous removal, lodging and disturbance allowances payable, and details of the availability of housing and nursery education can be obtained at the time of application.
TORELLS SCHOOL
(Roll 1,200)
Buxton Road, Grays
Tel.: Grays Thurrock 71351
HEAD OF HOME ECONOMICS
Required for January, 1976, MISTRESS as HEAD of HOME ECONOMICS. Scale 5, responsibility for Needlecraft preferably. The department is included in the Creative Studies Faculty. The successful candidate should be sympathetic to *related* work within the Faculty. Excellent facilities in modern, open-plan department. Courses to "O" level and C.S.E.
Fringe Area Allowance of £141 payable.
Applications by letter to the Headmaster at the school.

OLDHAM
(Metropolitan Borough of)
EDUCATION COMMITTEE
SADDLEWORTH SCHOOL
Uppermill, Oldham
Required for Summer term, 1976, or sooner at this 11-16 mixed comprehensive school, Scale 3 experi*enced* TEACHER as HEAD of HOME ECONOMICS DEPARTMENT to teach up to "O" level.
Send foolscap stamped addressed envelope for application forms to Director of Education, Education Offices, Old Town Hall, Middleton Road, Chadderton, Oldham, returnable to the Head at the school by 14th November, 1975.

Other Posts on Scale 2 and above

HERTFORDSHIRE
THE MARGARET DANE SCHOOL
Parsonage Lane, Bishop's Stortford
(650 girls on roll)
DOMESTIC SCIENCE—Scale 2 and above.
MISTRESS required to assist with the teaching of HOME ECONOMICS throughout the school. There are three fully equipped cookery rooms. C.S.E. and G.C.E. "O" and "A" levels.
A post above Scale 1 would be available for a suitably qualified candidate. (Outer London allowance.)
Please reply immediately to the *Headmistress, giving details of* qualifications and experience and/or enclosing names of referees.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
SWALE DIVISION
ROWENA HIGH SCHOOL FOR GIRLS
Swanstree Avenue, Sittingbourne
(Roll 750. Comprehensive in first two years. Group 9 school)
ASSISTANT MISTRESS for HOME ECONOMICS required for January, 1976. Excellent facilities in a developing department *leading to* C.S.E. and G.C.E. "O" level courses. Scale post available for suitable applicant.
Applications by letter to the Headmistress at the school.

Scale 1 Posts

BERKSHIRE
EDUCATION COMMITTEE
WINDSOR/MAIDENHEAD DISTRICT
FURZE PLATT COMPREHENSIVE SCHOOL
Furze Platt Road, *Maidenhead*
(1,000: co-educational)
Required as soon as possible ASSISTANT TEACHER for HOME ECONOMICS.
With new buildings this school will grow to an eight-form entry 11 to 18 Comprehensive School (Sixth Form 200).
Please apply immediately to the Headmaster by letter, stating age, qualifications, experience, interests and other relevant information, and the names and addresses of two referees.
London Weighting (£141 per annum).
Assistance with removal expenses in approved cases.

BERKSHIRE
BRAKENHALE SCHOOL
Bracknell New Town
(11-18 Mixed Comprehensive—Roll 1,310)
Required for January, 1976, a TEA*CHER of* HOME ECONOMICS, Scale 1.
Application forms and further details from the Headmaster at the School (stamped addressed envelope). Possibility of housing accommodation and help with removal expenses. Outer London Allowance of £141 per annum.

DONCASTER
METROPOLITAN BOROUGH COUNCIL
EDUCATION COMMITTEE
MEXBOROUGH SCHOOL
Maple Road, Mexborough
Doncaster
Telephone Mexborough 2108

Required for January, 1976 or as soon as possible.

DOMESTIC SCIENCE TEACHER (bias towards cookery) who would be able to teach the subject throughout the School and Sixth Form College. The ability to deal with the science elements in the Housecraft Curriculum would be an advantage. The school is a *newly established* comprehensive school formed by the amalgamation of Mexborough Grammar School and Mexborough Secondary School. The Sixth Form is organised as a Sixth Form College.

ESSEX
COUNTY COUNCIL
Generous removal, lodging and disturbance allowances payable, and details of the availability of housing and nursery education can be obtained at the time of application.
FURTHERWICK PARK SCHOOL
(Roll 1,260)
Furtherwick Road, Canvey Island, Essex, SS8 7AZ
Tel.: Canvey 2157/8
HOME ECONOMICS
To specialize within superbly equipped department teaching mixed ability and mixed groups. Excellent prospects.
Burnham plus additional payment.
Application forms and further particulars may be obtained from the Head of the school to whom completed forms should be returned.
TORELLS SCHOOL
(Roll 1,200)
Buxton Road, Grays
Tel.: Grays Thurrock 71351
NEEDLEWORK/ART
MISTRESS *urgently required.* Ideal teaching conditions. Newly qualified teacher considered.
Fringe allowance of £141 payable.
Applications by letter to the Headmaster at the school.

HAMPSHIRE
PORTSMOUTH AREA
ST. LUKE'S SCHOOL
(C. of E. Aided)
Hyde Park Road, Southsea, Hants, PO5 4HL.
Required for January, 1976, a TEACHER of HOME ECONOMICS who would also assist with Child Care and possibly *Needlework.*

MID-HANTS AREA
PETERSFIELD SCHOOL
Cranford Road, Petersfield
(11-18 Comprehensive Mixed 1,105 on roll)
TEACHER of HOME ECONOMICS.
In each case please write to the school giving curriculum vitae and the names and addresses of two education referees. Further details obtainable from the Head.
Assistance with removal expenses in approved cases.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
REDFORDS PARK SCHOOL
Appleby Drive, Romford RM3 7SJ
(Roll 1,176 Co-educational)
Required January, 1976 :—
TEACHER for HOME ECONOMICS and Needlecraft (preferred). There are five specialist rooms and three other members of the department.
S.P.A. allowance payable.
There is a scheme for removal expenses.
Letters of application to Headmaster quoting two referees.

HERTFORDSHIRE
COUNTY COUNCIL
ST. ALBANS DIVISION
FRANCIS BACON SCHOOL
Drake's Drive, St. Albans
(Group 11)
(Five-form entry all ability, co-educational: 930 on roll)
DOMESTIC SUBJECTS TEACHER required January, (full-time or part-time, temporary or permanent. Established C.S.E./G.C.E. examination *courses, including* "A" Level Home Economics. Excellent facilities in progressive department.
Outer fringe allowance.
Apply to the Headmaster with curriculum vitae and details of two referees.

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
MATTHEW HUMBERSTONE SCHOOL
Chatsworth Place, Cleethorpes
(Number on roll 1,700)
Headmaster: D. Johnston, B.Sc.
Required for January 1976 at this recently established Comprehensive School, a well-qualified TEACHER of HOME ECONOMICS. Scale 2 could be available for a suitably experienced teacher although inexperienced teachers are welcome to apply for a Scale 1 post.
Courses are established at all examination levels and *are open* to all pupils of the school. Mixed groups of boys and girls follow special courses in the Lower School.
The school is situated in a pleasant seaside resort near to the Lincolnshire Wolds and the cost of living compares favourably with most other *areas.*
Application forms and further details obtainable from the Head Teacher at the school, to whom they should be returned within 10 days of the appearance of this advertisement.

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON UPON HULL DIVISION
SIR HENRY COOPER HIGH SCHOOL
Thorpepark Road
Kingston upon Hull
Head, Roger Cole, M.A.
Required for April, 1976, a TEACHER of *HOME ECONOMICS*: COOKERY (Scale 1), to teach both boys and girls up to C.S.E. and "O" level standard. Opportunity arises for the development of related courses with non-examination pupils. Large, newly built, well-equipped cookery room available for successful applicant.
This is a mixed comprehensive school for about 1,100 pupils aged 13 to 18 years.
Application forms and further particulars may be obtained from the Head of the school, to whom completed forms should be returned by 14th November, 1975.

ILFORD
(London Borough of Redbridge)
URSULINE HIGH SCHOOL
Required January.—
MISTRESS for NEEDLEWORK to "O" and "A" level for one term—possibility of permanent post.
London Burnham Scale.
Apply with curriculum vitae and names and addresses of two referees to Headmistress.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
SWALE DIVISION
ROWENA HIGH SCHOOL FOR GIRLS
Swanstree Avenue, Sittingbourne
(Roll 750 Comprehensive in first two years Group 9 school)
ASSISTANT MISTRESS for HOME ECONOMICS required for January, 1976. Excellent facilities in a developing department leading to C.S.E. and G.C.E. "O" level courses. Scale post available for suitable applicant.
Applications by letter to the Headmistress *at the school.*

NORTH YORKSHIRE
(County of)
BECKFIELD SECONDARY MODERN SCHOOL
Beckfield Lane, York, YO2 5RJ
Required for January, 1976 :—
A TEACHER of HOME ECONOMICS, particularly Cookery, to take groups of boys and girls of all ages in this 600 strong school. Scale 1 post.
Please send stamped addressed envelope for application form as soon as possible to the Headmaster, Mr J. R. Hardaker, B.Sc., at the school.

WARWICKSHIRE
EDUCATION DEPARTMENT
HENLEY-IN-ARDEN HIGH SCHOOL
Stratford Road
Henley-in-Arden, Solihull,
West Midlands, B95 6AP
(Non-Selective Mixed 780 on roll)
TEACHER for HOME ECONOMICS Department.
Application forms should be obtained from, and returned to, the Head at the School.

WILTSHIRE
THE MATRAVERS SCHOOL
Westbury
11-16 Mixed Comprehensive
725 on roll
Required for January, 1976, a TEACHER of HOME ECONOMICS to work with the 11-16 age range in Homecraft and Needlework. An ability to take some girls' games in the lower school is essential.
Further details and application forms may be obtained from the Headmaster, to whom they should be returned, not later than 24th November

Economics

Scale 1 Posts

BRENT
(London Borough of)
COPLAND HIGH (MIXED) SCHOOL
Cecil Avenue, Wembley HA9 7DX
(Roll 1,200: 11 to 18: Comprehensive, Social Priority School)
Required in January or as soon as *possible thereafter:*
TEACHER for ECONOMICS at Advanced and Ordinary level. Scale 1. The successful candidate will also be required to take History to C.S.E. level. The department is housed in a new building with excellent facil*ities.*
The London Allowance of £361 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances. Candidates should apply by letter to the Head of the school within *seven days, giving age, present post,* qualifications, experience and referees.

English

Heads of Department

CROYDON
(The London Borough of)
EDUCATION COMMITTEE
Invite applications from suitably qualified and experienced teachers.
LANFRANC HIGH SCHOOL
Mitcham Road, Croydon, CR0 3AB
Tel. 01-689 1258
Head: Mr. R. A. Blackman, B.Sc.
Tenable: 1st January, 1976.
A HEAD of ENGLISH FACULTY required in this 11-16 mixed comprehensive school to lead a department of 11 staff. A teacher with energy, inspiration and vision is sought to continue the development already in progress. Overall responsibility also for Drama, Remedial Work, some Lower School integrated studies, English as a second language groups, various clubs and developments. A flourishing language development course has recently been introduced.
Salary—Burnham Scale 4 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Applications on forms obtainable from, and returned to the Head Teacher at the above address as soon as possible.

HILLINGDON
(London Borough of)
HARLINGTON SCHOOL
New Road, Harlington, Hayes UB3 5BE
(708 pupils—23 in Sixth Form)
Head Teacher: Mr J. F. D. Rimmer
Required for January 1976 or May 1976 HEAD of ENGLISH DEPARTMENT, Scale 4.
This is a *senior departmental* appointment in an expanding school scheduled to become comprehensive in September 1976. C.S.E. and G.C.E. "O" level courses are already well established and "A" level work has been initiated. The first phase of a new School should be completed by September 1976 *and this includes excellent facilities* for an expansion of upper school work, including a custom built drama theatre and library suite. A Teacher of considerable experience and proved organisational ability is looked for, able to lead a capable and enthusiastic team and further develop the subject and its *associated activities on* the broadest possible basis.
Application forms from and returnable to the Headmaster.
London Allowance Payable. Seventy-five per cent removal expenses in appropriate cases.

NORTH YORKSHIRE
(County of)
HARROGATE ROSSETT HIGH SCHOOL
(Co-educational Comprehensive — No. on roll 1,100)
Required for April, 1976.
HEAD of ENGLISH (Scale 4) for this expanding and rapidly developing comprehensive school which is housed in pleasantly situated new building. Courses at CSE, "O" level and CEE are being taught and "A" level courses will commence in September, 1976.
Well qualified and experienced teachers should apply by letter giving full details of experience and curriculum vitae, to the Headmaster, Harrogate Rossett High School, Green Lane, Harrogate, North Yorkshire HG2 9JP. This is a re-advertisement and the Governors would be grateful if previous applicants for the post would indicate whether *they still wish to be considered.*

Other Posts on Scale 2 and above

ESSEX
COUNTY COUNCIL
Generous removal, lodging and disturbance allowances payable, and details of the availability of housing and nursery education can be obtained at the time of application.
FURTHERWICK PARK SCHOOL
(Roll 1,260)
Furtherwick Road, Canvey Island, Essex, SS8 7AZ
Tel.: Canvey Island 2157/8
ENGLISH
Scale 2—SECOND DEPUTY. To accept shared responsibility for Fourth and Fifth year teaching to C.S.E. and "O" level. E.S.N. work can also be offered. Ancillary help available in library and visual and aural aids.
Burnham plus additional payment.
Application forms and further particulars may be obtained from the Head of the school, to whom completed application *forms* should be returned.

Bolton Metropolitan Borough

Required for January, 1976:
DEANE GRAMMAR SCHOOL, New York, Bolton
(Co-Educational 760 pupils)
TEMPORARY TEACHER OF ENGLISH to 'O' level/C.S.E. Interest and ability to teach Drama a strong recommendation. (Scale 1.) Temporary appointment until 31st August, 1976.
SMITHILLS MOOR GRAMMAR SCHOOL, Smithills Dean Road, Bolton (Co-Educational 720 pupils)
TEMPORARY TEACHER OF ENGLISH (Scale 1) to teach up to and including G.C.E. 'O' level. To be one of a team of 5 English specialists. Temporary appointment until 31st August, 1976.
Application forms, obtainable from The Director of Education, Education Offices, Victoria House, Civic Centre, Bolton BL1 1JW, should be returned to the appropriate Head Teacher at the above address by November 17th, 1975.

SECONDARY
English
continued

HAMPSHIRE

PORTSMOUTH AREA

GREAT SALTERNS SCHOOL

Baffins, Portsmouth PO3 6PZ
Required for January, 1976, a TEACHER of ENGLISH for this comprehensive school. Scale 2 Post.

Please apply by letter to the Headmaster, stating qualifications, experience and the names and addresses of two referees by 17th November, 1975.

HARINGEY
(Borough of)
THE DRAYTON SCHOOL
Gladesmore Road, Tottenham, N.15
(Comprehensive Mixed School, 1,100 pupils, 105 in the Sixth Form)
Tel. 01-800 0884
SECOND IN CHARGE of ENGLISH DEPARTMENT (Scale 3 post) required as soon as possible to share in the running of a large well-equipped department. Mode III C.S.E. and G.C.E. "O" and "A" level courses already established. The successful candidate would be able to teach at all levels. An interest in drama and/or resource based learning would be an advantage. Applicants are invited to visit the school. Previous candidates will be considered. Additional payment of £201 for Social Priority School is payable, plus London allowance of £351.
Application forms and further details are available from the Head of the school.
Removal expenses—100 per cent allowed.
Chief Education Officer, Education Offices, Somerset Road N17 9EH.

HILLINGDON
(London Borough of)
BARNHILL COMPREHENSIVE SCHOOL
Owen Road, Hayes, Middlesex
(1,050 on Roll. Mixed 770 in Sixth Form)
Headmaster: L. M. Jolford B.Sc.
Required for January, 1976, on a temporary appointment for two terms a TEACHER of ENGLISH including some Fifth year C.S.E. work and some Religious Education. The post could be a Scale 2 level for a candidate with suitable qualifications.
Application forms from and returnable to the Headmaster.
London Allowance payable.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE

GRAVESHAM DIVISION

NORTHFLEET SCHOOL FOR BOYS
Colyer Road, Northfleet
8-form entry comprehensive intake roll 935
Man or Woman required for January, 1976 to teach to C.S.E. level. The Lower School is fully comprehensive and the Upper School offers individual programmes to G.C.E. "O" level and C.S.E. This is an opportunity to join a flourishing Department. A Scale 2 post is available for a suitably qualified and experienced candidate.
Apply by letter (no forms) to the Headmaster, naming two professional referees.

MEDWAY DIVISION

CHATHAM—WALDERSLADE SECONDARY SCHOOL FOR BOYS
Bradfields Avenue
(Roll 1,800)
We are looking for a TEACHER, man or woman, with specialist training in REMEDIAL EDUCATION and able to be responsible for diagnostic testing, to take a leading part in a team working with boys who need special help with the development of their language skills. We would particularly welcome someone trained and experienced in English teaching who would like to vary his or her work with Remedial groups by working with English classes possibly up to C.S.E. or "O" level. Scale 2 post available. Social Priority School's Allowance also payable.
Full details of the post and school will be sent to enquirers. Write or telephone to the school (Medway 61655).
Applications should be made by letter to the Headmaster giving two referees.

LANCASHIRE
EDUCATION COMMITTEE

For application form send stamped addressed foolscap envelope to Chief Education Officer, P.O. Box 61, County Hall, Preston PR1 8RJ, unless otherwise stated

SPECIAL EDUCATION

BURNLEY TODMORDEN ROAD COUNTY JUNIOR PARTIAL HEARING UNIT
TEACHER-IN-CHARGE required for January, 1976, or as soon as possible thereafter qualified teacher of the deaf, preferably with Primary age experience. Scale 2 post with Special Schools allowance.

SECONDARY SCHOOLS

DEPUTY HEADSHIPS

BURNLEY GRAMMAR SCHOOL FOR BOYS
Controlled Group 9, Roll 820 (170 in the Sixth Form)
DEPUTY HEADMASTER for 1st January, 1976, or as soon as possible thereafter
Founded in 1559 modern building 1959.
In Burnley there is an interim system of Comprehensive education which at present is under review. Boys are admitted to the School *at the age of thirteen years on the basis of parental choice*
Forms from/to District Education Officer Education Offices 14 Nicholas Street, Burnley BB11 2AW, by the 17th November, 1975.

HEADS OF DEPARTMENTS

PRESTON TULKETH HIGH *(900 mixed 11-16 Comprehensive)*
Required May, 1976.
PHYSICAL EDUCATION Head of Department Scale 3(H).
Candidates should be experienced in organising and coaching in variety of team games and be interested in the development of outdoor pursuits.
Stamped addressed envelope for form/further details to the Headmaster, Tag Lane, Ingol, Preston, PR2 3TX.
Closing date 17th November, 1975.

CHORLEY—PARKLANDS HIGH SCHOOL (800 mixed 11-16 years)
Required January, 1976, or Easter 1976.
1. HISTORY—Scale 2. Games an advantage.
Further details/forms from/to Headmaster at the School, Chorley, *Lancashire PR7 1LL.*

CROSTON—THE BISHOP RAWSTORNE C.E. HIGH (Special Agreement—730 mixed)
Required January or April, 1976.
COMMERCIAL SUBJECTS (Typewriting, Office Practice, Commerce). Developing 11-16 Comprehensive School—modern buildings *with new facilities.*
Further details/application forms from/to Head at the School, Out Lane, Croston, Preston, PR5 7HJ.

SCALE 1 POSTS

FLEETWOOD LARKHOLME COUNTY SECONDARY Roll 725
Required January, 1976, for **BUSINESS STUDIES.**
Forms from/to the Head at the School, Broadway, Fleetwood FY7 8HE. Closing date 17th November, 1975.

BLACKPOOL COLLEGIATE (1,760 Mixed Comprehensive—500 Sixth Form)
Required as soon as possible, Mistress for Girls' **PHYSICAL EDUCATION,** particularly Games.
Excellent facilities available.
Another subject in addition is desirable.
Modern buildings on outskirts of town.
Application forms from/returnable to, Head at the School, Blackpool Old Road, Blackpool, FY3 7LS.

BLACKPOOL [illegible] **SECONDARY**
[illegible]
Required 1st January
(i) **ENGLISH** [illegible] interest in drama [illegible] remedial work an advantage.
(ii) **HISTORY** and **ENGLISH** possibly with slow learners in small groups.
Forms from/to the Headmaster at the School, Gardens Road West, Blackpool (on receipt of stamped addressed envelope).

BLACKPOOL ST. CATHERINE'S GIRLS' SECONDARY Roll 860
Required 1st January or as soon as possible thereafter, for **GERMAN** and some **FRENCH.** The school will be Comprehensive in 1977, has strong Modern Languages Department.
Forms/details from/to the Headmistress at the School, Garstang Road West, Blackpool.

UP HOLLAND COUNTY SECONDARY
(780 Mixed)
For **FRENCH** required 1st March or 1st May 1976.
New Language Laboratory. Modern/New buildings.
Form/further details from/to the Head at the School, Sandbrook Road, Orrell, Wigan, WN5 7AE, as soon as possible.

BLACKBURN, EVERTON HIGH (11-18 comprehensive, 900, mixed)
For January, 1976.
COMMERCIAL SUBJECTS to offer Typing, Shorthand, Office Practice and Commerce or some combination to work in an expanding department. Further details/forms from/to Head at the School, Manxman Road, Blackburn.

BACUP FEARNS COUNTY SECONDARY (1,150 Mixed)
DOMESTIC SCIENCE. Required January, 1976. New premises 1971.
Application forms/details from the District Education Office, Town Hall, Rawtenstall, Rossendale, BB4 7LZ, returnable to the Head at the School, Fearns Moss, Stacksteads, Bacup, OL13 0TG.

[illegible]

MAIDSTONE DIVISION

CLARE PARK SCHOOL
East Malling, Near Maidstone
Large Mixed High School
(1,100 pupils) with full range intake
New purpose built buildings. Large acreage with excellent facilities.
For January. Experienced TEACHER (Scale 2) to play major part in organisation and administration of ENGLISH DEPARTMENT and to make some distinctive and personal contribution to the work of the Department through involvement with one of the school libraries and/or through an interest in the *future development of the uses of audio visual aids.*
Applications with curriculum vitae and naming two referees to the Headmaster.

LINCOLNSHIRE
COUNTY COUNCIL
KIRTON COUNTY SECONDARY SCHOOL
Burnham Scale 2, £2,658 to £1,212
(615 on roll)
Required for January, 1976, ASSISTANT TEACHER for ENGLISH with particular responsibility for the Library.
Application forms from the Headmaster at the School, Edinburgh Drive, Kirton, Boston, on receipt of stamped addressed envelope.

NORTH YORKSHIRE
(County of)
ACOMB SECONDARY MODERN SCHOOL
Cornlands Road, Acomb, York, YO2 5DX
Required for April, 1976.
A TEACHER of ENGLISH with responsibility for the school Library *at this mixed Secondary Modern* School. Scale 2 post.
Application forms and further particulars are available from the Headmaster (stamped addressed envelope).

STAFFORDSHIRE
EDUCATION COMMITTEE
RIVERWAY GIRLS' SECONDARY SCHOOL
Riverway, Stafford
(Roll: 550)
Required for January, 1976 or as soon as possible, TEACHER of ENGLISH up to C.S.E., to be third in a Department of four. Scale 2 post if responsible for Drama.
Application forms obtainable from and returnable to the Headmistress (stamped addressed envelope).

STAFFORDSHIRE
EDUCATION COMMITTEE
ECCLESHALL C.E. (C)
SECONDARY SCHOOL
Shaw's Lane, Eccleshall, Stafford
Roll: 410 (Mixed)
Required as soon as possible TEACHER of ENGLISH to "O" level and C.S.E. as second in Department. Scale 2 post available for suitable applicant.
An interest in Drama and/or R.E. an additional recommendation.
This school is designated a 9 to 13 Middle School under the Authority's proposals for Comprehensive re-organisation on a three-tier basis.
Further details and forms of application available from the Headmaster (stamped addressed envelope), to whom completed forms *should be returned not later than* Monday, 24th November, 1975.

WARWICKSHIRE
EDUCATION DEPARTMENT
NICHOLAS CHAMBERLAINE SCHOOL
Bulkington Road, Bedworth
(1,882 on roll)
TEACHER of ENGLISH Scale 1. Scale 2 available. Subject taught to "A" level. Large department offering diverse *opportunities in all aspects of* subject.
Further information and application forms from the Head Teacher.

WEST SUSSEX
(Western Area)
CHICHESTER HIGH SCHOOL FOR GIRLS
Stockbridge Building, Stockbridge Road, Chichester, Sussex
(11-18, girls comprehensive)
(Lower School on separate site).
Required for September, 1976, HEAD of Lower School ENGLISH (11-14) to include responsibility for Lower School Library. Scale 3 for suitable candidate. Junior School experience an advantage.
Application form and further details from the Headmistress, at the School. Closing date 21st November.
Removal and resettlement expenses *payable in approved cases.*

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
GOLDINGTON SECONDARY SCHOOL
Haylands Way, Bedford
Required for January, 1976, ASSISTANT TEACHER, Scale 1, to teach ENGLISH to all levels.
Application forms obtainable from Head of the school [illegible]

BERKSHIRE
EDUCATION COMMITTEE
WINDSOR/MAIDENHEAD DISTRICT
WINDSOR GRAMMAR SCHOOL
Maidenhead Road, Windsor
(Roll 642 boys with 160 in Sixth Form)
Required in January, MASTER to teach ENGLISH in Middle and Junior School forms.
This is a temporary post from 1st January to 31st August, 1976.
London Weighting £141 per annum.
Apply immediately by letter to the Headmaster enclosing recent testimonials and giving names and addresses of two referees.

BRENT
(London Borough of)
ALPERTON HIGH (MIXED) SCHOOL
Stanley Avenue, Wembley HA0 4JE
(Roll 1,500: 14-18)
Required in January:—
Temporary part-time experienced TEACHER of ENGLISH with LIBRARY DUTIES (Scale 1) until August, 1976, to work on Tuesdays, Wednesdays and Thursdays. Ability to teach "A" level English essential.
London Allowance of £351 per annum *(pro rata)* is payable.
Candidates should apply by letter to the Head of the school as soon as possible giving age, present post, qualifications, experience and referees.

BROMLEY
(London Borough of)
EDUCATION COMMITTEE
Subject to certain conditions, removal and statutory expenses, disturbance allowances and grants towards legal costs are payable to teaching staff appointed from outside the London area.
HAYES SCHOOL
(Six-form entry co-educational 11-19 years. West Common Road, Hayes, Bromley, Kent BR2 7DB)
Required for January, 1976, Graduate MASTER/MISTRESS able to teach ENGLISH, Scale 1 plus £267 London weighting. This is a temporary appointment for one or two terms. It is hoped to recruit an enthusiastic teacher, able to teach English across the ability range. There is a large, well-stocked library and purpose-built drama hall. The school, which provides a disciplined and responsive environment, easily fills all ability levels of a balanced intake drawn from an attractive neighbourhood, *convenient to London but adjacent to extensive wooded common land on the edge of the countryside.*
Application forms and further particulars may be obtained from the Headmaster, Dr. J. S. Leeming, to whom completed forms should be returned as soon as possible. (Tel.: 01-462 2767.)

CAMBRIDGESHIRE
HUNTINGDON AREA
LONGSANDS SCHOOL
St. Neots, Huntingdon
(1,400 on roll)
(11 to 19 years)
Required for January, 1976, or as soon as possible thereafter, MASTER or MISTRESS to teach ENGLISH throughout the school. C.S.E. Mode 1 and 3, "O" and "A" level courses are well established.
Assistance is given with removal expenses.
Initial application by letter (no forms) to the Headmaster at the school with Curriculum Vitae, Name and address of two educational referees.

DONCASTER
METROPOLITAN BOROUGH COUNCIL
EDUCATION COMMITTEE
ARMTHORPE HIGH SCHOOL
Mere Lane, Armthorpe, Doncaster
Tel.: Armthorpe 259
Required for January 1976:
A part-time TEACHER of ENGLISH (Graduate or Non-*Graduate*).
Applicants should state how much time (up to a maximum of 5½ days per week) they would be prepared to work.
Further information obtainable from the Head.
Apply by letter to the Head *of the above school, stating full* curriculum vitae and the names of two referees, as soon as possible.

ESSEX
COUNTY COUNCIL
Generous removal, lodging and disturbance allowances payable, and details of the availability of housing and nursery education can be obtained at the time of application.
MAYFLOWER COMPREHENSIVE SCHOOL
(Roll 1,584)
Stock Road, Billericay, CM12 0RT
Tel. Billericay 3171/2/3
ENGLISH
Required for January, MASTER or MISTRESS to teach to "O" level and Junior French. Traditional standards in work, manners and *behaviour maintained.*
Fringe Area Allowance of £141 payable.
Application forms and further particulars may be obtained from the Head of the school, to whom completed application forms should be returned.

HEREFORD AND WORCESTER
COUNTY COUNCIL
BEWDLEY HIGH SCHOOL
Stourport Road, Wribbenhall, Bewdley, Worcs DY12 1BL
Required for January, 1976, or as soon as possible thereafter, ASSISTANT TEACHER (Scale 1) to share in the teaching of ENGLISH throughout this developing school of 680 pupils aged 11 to 18, which admits its first full comprehensive intake next September.
Application forms and further details available from the Headmaster on receipt of a stamped addressed envelope (foolscap) and intending applicants will be welcome to visit the school before applying if they are able and wish to do so.

HEREFORD AND WORCESTER
COUNTY COUNCIL
MARTLEY, THE CHANTRY SECONDARY SCHOOL
Martley, Worcester WR6 6QA
Required in January, 1976, if possible, an ASSISTANT TEACHER of ENGLISH (Scale 1) throughout the school, including examination work, with some other subjects.
Closing date: November 21, 1975.
Application forms available from and returnable to the Headmistress on receipt of a stamped addressed envelope (foolscap).

HERTFORDSHIRE
COUNTY COUNCIL
DACORUM DIVISION
THE HALSEY SCHOOL
(Group 10)
Fennycroft Road, Hemel Hempstead
A TEACHER of ENGLISH is re*quired to join a thriving Department of seven teachers.* Language and Literature courses to C.S.E. and G.C.E. "O" and "A" level are established as also are Library and Drama courses. A person with particular experience or qualifications in Drama could be offered a Scale 2 post.
This is an all-ability school of 760 boys and girls between the ages of 11 and 18 years.
London fringe allowance is payable.
Applicants should write fully to the Headmaster naming two referees.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
GRAVESHAM DIVISION
NORTHFLEET SCHOOL FOR BOYS
Colyer Road, Northfleet
8-form entry comprehensive intake roll 935
MAN or WOMAN required for January, 1976, to teach to C.S.E. level. The Lower School is fully comprehensive and the Upper School offers individual programmes to G.C.E. "O" level and C.S.E. This is an opportunity to join a flourishing Department. A Scale 2 post is available for a suitably qualified and experienced candidate.
Apply by letter (no forms) to the Headmaster, naming two professional referees.

ASHFORD DIVISION

TENTERDEN HOMEWOOD SCHOOL (BOYS AND GIRLS)
(Roll 850)
MASTER or MISTRESS [illegible]
Applications to the Headmaster at the School.

LONDON
CENTRAL FOUNDATION BOYS' GRAMMAR SCHOOL
Cowper Street, London EC2A 4AP
(Near Old Street Station)
Required for the Spring and Summer terms only, a TEACHER of ENGLISH (man or woman) in this three-form entry voluntary aided grammar school. The post is a full-time one, but applications are also invited for a part-time appointment for a total of three and a half days a week.
In the case of a full-time appointment, experience in careers guidance and/or counselling and willingness to undertake similar work in the School, would be a strong recommendation, and an appropriate scale post could be available.
Please apply by letter only to the Headmaster, enclosing a full curriculum vitae and the names and addresses of two referees.

SHEFFIELD
EDUCATION COMMITTEE
CHAUCER SCHOOL
Wordsworth Avenue, Sheffield S5 8NH
(A 12 to 18 comprehensive)
Required for January or April, 1976, a GRADUATE to teach ENGLISH throughout the school, to form part of a strong enthusiastic team pioneering the 16 plus. Sixth form work would be available. Interest in school play production an advantage. Scale 2 available for suitable candidate.
Application forms and further details are obtainable from the Head *Teacher and should be returned to* him as soon as possible.
MYERS GROVE SCHOOL
Wood Lane, Sheffield S6 5HG
(An 11 to 18 comprehensive)
Required for January, 1976, a MASTER or MISTRESS to teach ENGLISH to C.S.E. and "O" *level. This is a purpose-built com*prehensive school offering good experience in a well-established department. Scale 1.
Application forms from the Head Teacher of the school, to whom they should be returned as soon as possible.

SUFFOLK
COUNTY COUNCIL
GREAT CORNARD UPPER SCHOOL
Near Sudbury
(Co-educational: 13-18 years)
Headmaster: D. Pickford, B.Sc.
Required for January, 1976, TEA*CHER of ENGLISH (Scale 1) in this* new expanding purpose-built comprehensive upper school which at the moment has 750 pupils on roll: this will eventually rise to 1,000.
A Scale 2 post is available for a suitably qualified and experienced candidate. Applications from newly qualified teachers would be welcome.
Further details and application forms (stamped foolscap envelope, please) from the Headmaster, Great Cornard Upper School, Head Lane, Great Cornard, Sudbury, Suffolk, CO10 0JU.

WILTSHIRE
WESTWOOD ST. THOMAS' SCHOOL
Salisbury SP2 9HS
Headmaster: R. H. Wood, B.A., B.D.
Required for January or April ASSISTANT TEACHER of ENGLISH, to be one of a team of eight English teachers in this developing Upper Comprehensive School serving the west of Salisbury city and the rural area to the west. Developing Sixth Form.
Applicants should be prepared to teach across the ability and age *range to C.S.E. and "O" level.* Qualifications in Drama would be an advantage. Scale post available for suitably qualified applicant.
Further details an application form available from the Headmaster.

Geography

Heads of Department

HERTFORDSHIRE
HERONSWOOD SCHOOL
Welwyn Garden City
11-18, Co-educational, 850 on roll
A genuinely all-ability school in up-to-date buildings on 15 acre site near open country, with 30-minute rail link to central London.
HEAD of GEOGRAPHY, Scale 2 or 3, depending on qualifications and experience, to continue the development of this well-established Department, ideally for January, but applicants not available until later may also apply. In view of the possibility of a suitable candidate's not being available for January, applications are also invited for a temporary post as TEACHER of GEOGRAPHY, Scale 1, for January, to teach throughout the school, *including, if suitably qualified, A* level work.
London fringe allowance (£141). Assistance with housing may be possible for a married teacher.
Apply to the Headmaster (no forms) giving full details, two referees who know you as a tea*cher or student, and telephone number.*

Other Posts on Scale 2 and above

CROYDON
(London Borough of)
EDUCATION COMMITTEE
Invite applications from suitably qualified and experienced teachers.
ASHBURTON HIGH SCHOOL
Shirley Road, Croydon, CR9 7AL
Tel. 01-656 0222
Head: Mr. G. Tuffnell, B.Sc.
Tenable: 1st January, 1976.
GEOGRAPHY TEACHER to work in a well-equipped Humanities Department. Extensive range of teaching aids available. Ability and interest in teaching a range of Humanities subjects would be an advantage.
Salary: Burnham Scale 1 or 2 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Applications on forms obtainable from and returned to the Head Teacher at the above address as soon as possible.

LONDON
CENTRAL FOUNDATION BOYS' GRAMMAR SCHOOL
Cowper Street, London EC2A 4AP
(Near Old Street Station)
Required to begin in January: a TEACHER of GEOGRAPHY (man or woman) in this three-form entry voluntary-aided Grammar School. The post is a temporary one for the Spring and Summer terms only, but with the possibility of a permanent appointment from September.
For an applicant of appropriate qualifications and experience the work would include the teaching of the subject throughout the School, including a substantial share of "A" level work, and could command a Scale 2 salary.
Apply by letter only, to the Headmaster, at the School, enclosing a full curriculum vitae, and the names and addresses of two referees.

REDBRIDGE
(London Borough of)
WOODBRIDGE HIGH SCHOOL
St. Barnabas Road, Woodford Green IG8 7DQ
Head A. C. R. Duke, M.A.
TEACHER required to be in charge of GEOGRAPHY, Scale 3, in the Environmental Studies Department in this 11 to 18 comprehensive school as from January 1976. There are established courses for C.S.E. and "O" level examinations in Geography and Environmental Studies, as well as "A" level work in Geography.
Candidates should have considerable experience in teaching Geography and also be willing to organise a substantial programme of Fieldwork.
Assistance with housing, removal and resettlement expenses in approved cases.
Application forms and further particulars are available from the Headmaster of the school.

STAFFORDSHIRE
EDUCATION COMMITTEE
KINGSMEAD COMPREHENSIVE SCHOOL
Littleworth, Hednesford
(Roll: 1,060)
Required as soon as possible TEACHER of GEOGRAPHY, Scale 2. An interest in Field Studies essential. Experience of Integrated Studies preferred.
Apply by letter to the Headmaster giving curriculum vitae and the names and addresses of two referees.

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
QUEENSBURY UPPER SCHOOL
Langdale Road, Dunstable, LU6 3BU
Headmistress: Miss C. M. [illegible] B.A.
Number on Roll 1,150—September 1975
Required for January, 1976 or soon after as possible, an ASSISTANT TEACHER, scale 1 to teach GEOGRAPHY throughout the school. The subject is taught to C.S.E., "O" and "A" levels and the successful candidate would be expected to take an active part in Field Work. An ability to teach Geology would be an advantage.
Please apply by letter in the first instance direct to the Headmaster at the school.

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
RADCLIFFE SCHOOL
Wolverton, Milton Keynes.
MK12 5BT
Headmaster, W. H. Orchard, [illegible]
(1,250 boys and girls)
Required at the Radcliffe School, Wolverton, for the Spring term only, to teach GEOGRAPHY to Fifth form level. Ability to help with Games *an advantage.*
Application by letter to the Head at the school, giving details of qualifications and experience and the names and addresses of two referees.

IPSWICH (near)
ROYAL HOSPITAL SCHOOL
Holbrook
Direct Grant Boarding School for boys, all sons of seafarers in Grammar School streams to "A" Level and three Secondary Modern streams.
Required for 1st April 1976 Graduate ASSISTANT MASTER to teach GEOGRAPHY at all levels from CSE to GCE "A" level.
A reasonably young man particularly interested in participating fully in the life and activities of this large Boarding School is envisaged for this appointment. A temporary appointment for one term will *be considered.*
DES Scale 1 for suitably qualified candidate, with Boarding School Allowance as:
For married man, cash supplement of £640 p.a. and good 3 bedroomed house at present rent of £182 p.a. (plus rates etc). (Emoluments and Rent under review.)
For bachelor, £340 p.a. plus free furnished accommodation and free board and free laundry during school terms.
Further particulars and form of application (please enclose stamped addressed foolscap envelope) from Headmaster, Royal Hospital School, Ipswich IP9 2RX, to whom completed applications should be returned as soon as possible and not later than 19th November 1975.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
MAIDSTONE DIVISION
MAIDSTONE GRAMMAR SCHOOL FOR GIRLS
Buckland Road, Maidstone
An academic upper school of range 13 to 18 (Roll 767; number in Sixth Form 267)
Required January—TEACHER to teach GEOGRAPHY to share [illegible] throughout the school, including Advanced Level G.C.E.
Applications to the Headmistress naming two referees.

LONDON, S.E.16
BACON'S SCHOOL
Deptford Road
GEOGRAPHY
Required in January 1976, a full-time TEACHER of Geography [illegible] in this [illegible] form [illegible] comprehensive school [illegible] and willingness [illegible] Geographical Field Studies [illegible] a recommendation. High [illegible] of behaviour and academic [illegible] maintained.
Apply to the Headmaster of the school giving full details [illegible] of two referees.

WEST SUSSEX
COUNTY COUNCIL
THOMAS BENNETT SCHOOL [illegible]
Ashdown Drive, [illegible]
Sussex
Scale 1 GEOGRAPHY [illegible] required January [illegible] Sixth Form up to [illegible] "A" level, and [illegible] Humanities team [illegible] teaching [illegible] Fifth Years, teaching [illegible] "O" level and CSE [illegible] full ability range.
Removal and resettlement expenses in approved cases.
Particulars and application forms from the Head Teacher on receipt of stamped addressed [illegible] Favourable housing scheme [illegible] teachers employed in [illegible] Town plus London [illegible] once.

WILTSHIRE
KINGSDOWN SCHOOL [illegible]
Stratton St. Margaret [illegible]
(Mixed 11 to 18 Comprehensive school of 1,000 pupils with a [illegible] intake and [illegible] comprehensive area with easy access to delightful area [illegible] the Cotswolds, the Upper Thames, the Downs and the [illegible]
Headmaster, J. E. [illegible] M.Ed.
Required for January [illegible] ASSISTANT MASTER/MISTRESS to [illegible] GEOGRAPHY, Scale 1, in a [illegible] and popular department.
Application [illegible] letter to the Headmaster at the School [illegible] as possible, stating name, address, telephone number, experience [illegible] (including [illegible]) names [illegible] schools [illegible] telephone number of present school.

ONDARY
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eads of Department

SEX
NTY COUNCIL
rous Removal, Lodging and rbance Allowances payable, and s of the availability of housing nursery education can be obned at the time of application.
ERICAY SCHOOL
1,440—Main School
Sixth Form)
Road, Billericay
Billericay 55191
AD OF HISTORY
ale 3 History is an important t of the well-established Humanies Department in years 1-3, beng a separate discipline in the er School, to C.S.E., "O" and levels.
The successful applicant will lead am of specialist Staff. There re well-equipped specialist rooms al scope for curriculum development.
London Fringe Allowance of £141 per annum payable.
Application forms and further parulars may be obtained from the ead of the School to whom comted application forms should be urned.

NORTH TYNESIDE
(Metropolitan Borough of)
EDUCATION COMMITTEE
PRESTON HIGH SCHOOL
Preston North Road, North Shields
NE29 7RU
Headmaster: Mr. F. A. Whatley, M.A.
Required for January, 1976, Scale 3, HEAD of HISTORY in this 11 to 16 co-educational compre*hensive* High School.
Application forms are available on receipt of a stamped addressed envelope from the Headmaster to whom they should be returned within 14 days of the appearance of this advertisement.

Other Posts on Scale 2 and above

DURHAM
COUNTY COUNCIL
SARAH JOHNSTON SCHOOL
form entry co-educational, Secondary in Sixth Form
SECONDARY TEACHER
HISTORY—Salary Scale 2. Good GRADUATE required for April, 1976, to teach to G.C.E. "O" and "A" levels. Willingness to assist with Library a recommendation.
Stamped addressed envelope for application form to Area Administrative Officer, Room 3/95, County Hall, Durham.
Removal expenses, lodging allowance and travelling expenses payable in approved cases.
Closing date for receipt of applications 24th November, 1975.

EAST SUSSEX
COUNTY COUNCIL
BRIGHTON AREA
FALMER HIGH SCHOOL
Lewes Road, Falmer, Brighton
Required April, 1976, *or January,* 1976, if possible: well-qualified TEACHER for HISTORY to G.C.E. "O" and "A" level. Interest in [illegible] related out-of-school activities would be specially welcome. Scale 2 post available.
Generous scheme of relocation grants available in approved cases.
Application forms obtainable from [illegible] for return as soon as possible.
J. L. Jones, Area Education Officer, Royal York Buildings, Old Steine, Brighton BN1 1NP.

EAST SUSSEX
COUNTY COUNCIL
HOVE AREA
CARDINAL NEWMAN SCHOOL
(Roll 1,407: 160 in Sixth Form)
The Upper Drive, Hove
Required for January or April, 1976, TEACHER of HISTORY able to take "A" level work with some special responsibility in the Sixth Form with a Scale 2 post available.
Generous scheme of relocation grants available in approved cases.
Application forms and further details available from the Headmaster, [illegible] Smith, M.A., at the school to whom they should be returned as soon as possible.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
MEDWAY DIVISION
CHATHAM—ST. JOHN FISHER R.C. SECONDARY SCHOOL
[illegible] Street
(518 mixed)
HISTORY/SOCIOLOGY TEACHER required for January 1976, with some games *periods an advantage.* Established C.S.E. and [illegible] courses. Scaled post available for suitable candidate—first appointment will be considered.
This is an expanding school expected to become an Upper School by the Medway re-organisation. It occupies modern buildings in a very central position. [illegible] grants for removal, lodging and disturbance expenses.
Applications to the Headmaster—[illegible] referees.

Scale 1 Posts

DORSET
TWYNHAM COMPREHENSIVE SCHOOL
[illegible] Lane, Christchurch
(13-18 age range, 850 on roll)
Required January, 1976 TEACHER to teach HISTORY throughout the school up to C.S.E. level. Assistance with removal and legal expenses.
Application forms from Headmaster on receipt of stamped addressed envelope.

HILLINGDON
(London Borough of)
[illegible] SCHOOL
[illegible] Way, Ruislip, HA4 8SB
(Number on Roll 766)
Head Teacher, B. S. Miller, M.A.
Required for January, 1976, TEACHER for HISTORY. An opportunity to teach the subject through the school up to examination [illegible] The school is situated in a [illegible] residential area close to Ruislip [illegible] Application forms from and [illegible] Headmaster. [illegible] Allowance payable.

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
SOUTH HOLDERNESS SCHOOL
Preston, Hull, HU12 8UZ
Required for January, 1976, a part-time full-time permanent or temporary TEACHER of HISTORY, Scale 1, in this co-educational 11-18 year Comprehensive School with 1,300 pupils on roll.
Application forms are available from the Headmaster at the school, to whom they should be returned as soon as possible.

Humanities

Other Posts on Scale 2 and above

JERSEY
STATES OF JERSEY
EDUCATION COMMITTEE
LES QUENNEVAIS SCHOOL AND COMMUNITY CENTRE
(Roll 781)
Principal: E. Trantor

TEACHER OF HUMANITIES
(Scale 2)

Required for January, 1976, a well-qualified and experienced Teacher as second in a strong *Humanities* Department/Resources complex to take a leading development role in team-teaching, resource-centred learning and administration.

Application forms and further details from Director of Education, P.O. Box 142, Highlands, St. Saviour, Jersey, C.I., to be returned to the Principal.

Scale 1 Posts

CAMBRIDGESHIRE
HUNTINGDON AREA
ERNULF SCHOOL
Barford Road, Eynesbury, St. Neots
HUMANITIES, Scale 1
Required for January, 1976, a TEACHER, mainly of ENGLISH, to work in the Humanities Department of this developing school.
Application forms and further details are available from the Headmaster at the school, on receipt of *stamped addressed envelope, to* whom applications should be returned as soon as possible.
Assistance is given with removal expenses.

Mathematics

Heads of Department

HAMPSHIRE

NORTH-EAST AREA

THE WAVELL SCHOOL

Lynchford Road, Farnborough
Hampshire

(Comprehensive mixed 11 to 16
800 on roll)

HEAD of MATHEMATICS (Scale 4) required as soon as possible due to promotion of present holder.

Suite newly equipped for SMP, Computer Studies and Option Courses with an enthusiastic group of staff preparing CSE/"O" level and non-examination pupils.

Successful applicant will form part of the School Management team. Imagination, wide experience and organising ability are essential.

Further details available on request.

Please write to the school giving curriculum vitae, together with names and addresses of two education *referees. Further details obtainable from the Head.* Assistance with removal expenses in approved cases.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
THE CHAFFORD SCHOOL
(Roll: 946 Co-educational)
Lambs Lane, Rainham, RM13 9XD
Required January, 1976, if possible: HEAD of MATHEMATICS Depart*ment (Scale 4 post available) to* lead large and flourishing team, offering courses to all examination levels.
There is a scheme for removal expenses.
Letters of application to Head Teacher quoting two referees.

HEREFORD AND WORCESTER
COUNTY COUNCIL
WORCESTER, BISHOP PEROWNE C.E. SECONDARY SCHOOL
Barbourne *Road,* Worcester, WR1 1RZ
Required for January, 1976, an ASSISTANT MASTER or MISTRESS (Scale 3) as HEAD of MATHEMATICS DEPARTMENT. Well established courses leading to C.S.E. and G.C.E. "O" level.
Closing date 21st November, 1975.
Application forms available from and returnable to the Headmaster on receipt of a stamped addressed envelope (foolscap).

STAFFORDSHIRE
EDUCATION COMMITTEE
WILNECOTE HIGH SCHOOL
Wilnecote, Tamworth
(Roll: 1,285)
Required for Easter, 1976, a well qualified and experienced TEACHER *to HEAD a large and successful* MATHEMATICS DEPARTMENT, Scale 4.
This is a fully developed, comprehensive school in which examination courses are offered at all stages up to "A" and "S" level. Modern Mathematics (M.M.E.) will have reached "O" level in summer, 1976.
Application forms obtainable from and returnable to the Head Teacher (stamped addressed envelope).

Other Posts on Scale 2 and above

CAMBRIDGESHIRE
PETERBOROUGH AREA
WALTON COUNTY SECONDARY SCHOOL
Mountsteven Avenue, Peterborough PE4 6HX
Co-educational Roll—1,300
Comprehensive 11 to 18 from September 1976
Required for January 1976:—
TEACHER for MATHEMATICS—Scale 1 or 2.
Applications are invited for this post in an interesting and expanding department. Scale 2 will be paid for a suitable applicant. The school, all on one site, has excellent facilities throughout.
There is a possibility of assistance being given with housing in appropriate cases and the Authority will assist with removal expenses.
Applications should be made by letter giving curriculum vitae, to the Headmaster, Mr. W. H. Wood, B.Sc. (Econ.), as soon as possible.

EAST SUSSEX
LEWES AREA
RINGMER SCHOOL
Required for January, 1976, MASTER/MISTRESS to teach MATHEMATICS. Scale 2 post available for suitable candidate.
A generous scheme of relocation grants is available in approved cases.
Application forms and further details obtainable from the Headmaster, Ringmer School, Ringmer, near Lewes (foolscap stamped addressed envelope) to whom completed forms should be returned.

ESSEX
COUNTY COUNCIL
Generous removal, lodging and disturbance allowances payable and details of the availability of housing and nursery education can be *obtained at the time of application.*
WESTCLIFF HIGH SCHOOL FOR GIRLS (GRAMMAR)
(Roll, 798)
Kenilworth Gardens, Westcliff-on-Sea
(Telephone: Southend 76026)
Required January or April, 1976, GRADUATE MATHEMATICIAN to share in the teaching of this subject to Advanced level standard. Modern mathematics is taught to Ordinary level. A Scale 2 post is available for suitably experienced and qualified candidate.
Application forms and further particulars may be obtained from the *Head of the school, to whom com*pleted application forms should be returned.

HERTFORDSHIRE
ST. MICHAEL'S R.C. SCHOOL
High Elms Lane, Garston, Watford
Required January or Easter TEA*CHER of MATHEMATICS* C.S.E., "O" and "A" level courses well established. Scale 2 post for suitably qualified and experienced candidates, also suitable for first appointments.
Apply to Headmistress with curriculum vitae and details of two referees.

HILLINGDON
(London Borough of)
DOUAY MARTYRS SCHOOL
Edinburgh Drive, Ickenham, Uxbridge, Middlesex UB10 8QY
(676 on roll—90 in sixth form)
Headmaster: Mr. P. E. Burke, B.A.
Required for January or Easter 1976, TEACHER to specialise in MATHEMATICS, working mostly with the 1st and 2nd year pupils. Scale 2 post available for a suitable applicant who would be expected to be responsible for lower school mathematics. The Depart*ment has a vigorous and active* staff in an expanding school.
Further particulars and application form from the Headmaster at the school.
London Allowance Payable.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
TUNBRIDGE WELLS DIVISION
TUNBRIDGE WELLS, SANDOWN COURT SCHOOL
(Secondary mixed, 1,000 on roll)
Required in January, 1976, MASTER or *MISTRESS to teach* MATHEMATICS throughout the school. Courses to C.S.E. and G.C.E. "O" and "A" levels, with a Modern Mathematics basis up to fifth form work. This is a Scale 2 post for suitably qualified and experienced candidate.
Apply by letter giving full details, together with the names and addresses of two referees, to the Headmaster at the school.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
WEST BRIDGFORD COMPREHENSIVE SCHOOL
Loughborough Road, West Bridgford, Nottingham NG2 7FA
Headmaster, B. A. Marden, B.Sc. (Econ.), F.R.G.S.
(Mixed; 1,260: 11 to 18: sixth form, 196)
For summer term or earlier if possible, MATHEMATICS (Scale 3), Second in Department, to teach mathematics throughout the school, including G.C.E. "O" and "A" level and C.S.E.
Applicants should have good experience, *preferably in comprehen*sive schools, a concern for curriculum development and an interest in extra curricula activities.
Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

SALOP
SHROPSHIRE EDUCATION COMMITTEE
OLDBURY WELLS
Bridgnorth
TEACHER, Scale 2, for all levels. Eleven to 18 comprehensive. Well established department with fully modern equipment.
Further details from Head Teacher. (Stamped addressed envelope.)

STAFFORDSHIRE
COUNTY COUNCIL
EASTERN AREA
BLYTHE SCHOOL
Group 12
Headmaster, B. Harris, B.Sc.
Required for January, 1976, or as soon as possible thereafter, ASSISTANT TEACHER for MATHEMATICS.
This is an 11 to 18 Comprehensive School for 1,500 pupils. It has a large *Sixth Form* and there will be ample opportunity for both "O" and "A" level work. The school is situated in pleasant residential surroundings.
A Scale 2 post is available for a suitably qualified and experienced applicant.
Application should be made by letter as soon as possible giving *full* details of qualifications and experience together with the names and addresses of two referees, to the Headmaster, Mr. B. Harris, B.Sc., Blythe School, Mill Hill Lane, Burton upon Trent. (Telephone No. Burton upon Trent 68075.)
H. M. Williams, Area Education Officer, Eastern Area Education Office, Guild Street, Burton upon Trent, DE14 1NP.

STAFFORDSHIRE
EDUCATION COMMITTEE
KING EDWARD VI SCHOOL
Upper St. John Street, Lichfield
(Roll: 1,200)
Re-advertisement
Required for Easter or September, 1976, an experienced and well qualified MATHEMATICS TEACHER, Scale 3, to act as second in the Department.
The successful candidate will be expected to teach up to, and including "A" level, throughout the school. Pupils are examined on the J.M.B. Modern syllabus at "O" level, "A" level and Mode 1 C.S.E.
The school has a large Sixth Form and the department has had good academic success.
Application forms obtainable from and returnable to the Head Teacher (stamped addressed envelope).

SUTTON
(London Borough of)
WALLINGTON HIGH SCHOOL FOR GIRLS
Woodcote Road, Wallington, Surrey SM6 0PH
Required for September, 1976, owing to retirement, well-qualified and experienced TEACHER to teach MATHEMATICS throughout the school up to Ordinary, Advanced and Scholarship Levels. Mathematics is a strong subject and a variety of courses is offered at Advanced Level. Scale 3 post.
Apply in writing to the Head Mistress at the School with copies of two testimonials and the names of two referees.

WARWICKSHIRE
EDUCATION DEPARTMENT
NICHOLAS CHAMBERLAINE SCHOOL
Bulkington Road, Bedworth
(1,882 on roll)

TEACHER of mathematics. Scale 2 available. Subject taught to "A" level and there is a variety of C.S.E. courses offered including one in Computer Studies.
Application forms and further details available from the Headmaster.

WEST SUSSEX
COUNTY COUNCIL
SACKVILLE SCHOOL
Lewes Road, East Grinstead, Sussex
Scale 2 TEACHER of MATHEMATICS required April 1976 (or January if possible). This is a ten-form entry 11-18 mixed comprehensive school.
Removal and resettlement expenses in approved cases.
Particulars and application forms from the Head Teacher on receipt *of stamped addressed envelope.*

Scale 1 Posts

AVON COUNTY
CASTLE SCHOOL
Park Road, Thornbury
Bristol BS12 1HT
(1,100 mixed
Comprehensive, 11 to 18)
Required for January, 1976, TEACHER of MATHEMATICS. Possibility of Scale 2 to suitably qualified and experienced *applicant. New* rural school with excellent facilities.
Apply immediately to the Headmaster naming two referees.

AVON COUNTY
SIR BERNARD LOVELL SCHOOL
North Street, Oldland Common
Bristol
(11 to 18 mixed comprehensive
1,280 on roll)
Required January, TEACHER of MATHEMATICS, S.M.P. experience an advantage.
Temporary appointment considered.
Apply to the Headmaster giving curriculum vitae and two referees.

BEXLEY
(London Borough of)
CHISLEHURST AND SIDCUP GRAMMAR SCHOOL
(Roll 810 boys, 130 girls. Headmaster)
Required as early as possible in 1976, qualified TEACHER of MATHEMATICS to teach throughout the school. Possibility of work to Open Scholarship level. Scale post available for suitably experienced applicant, but applications from recently qualified graduates are also welcome.
L.A.A. £267. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Applications to Chief Education Officer (T.7), Town Hall, Crayford, Kent.

CAMBRIDGESHIRE
WALTON COUNTY SECONDARY SCHOOL
TEACHER for MATHEMATICS—Scale 1 or 2.
See under Scale 2 and over.

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses.
FALMOUTH SCHOOL
(Comprehensive, 11-18)
Headmaster: D. H. Tribe, B.Sc.
MATHEMATICS, Scale 1.
Required in January, 1976, for two terms:
MASTER/MISTRESS to teach MATHEMATICS in the Lower and Middle Schools. More advanced work is available for a well-qualified applicant.
Application forms may be obtained from the Headmaster, Falmouth School, *Trescobeas* Road, Falmouth.
K. Cruise, Secretary for Education, Education Department, County Hall, Truro, Cornwall.

DEVON
AXMINSTER SECONDARY SCHOOL
(Roll 640)
Applications are invited from suitably qualified persons for the post of ASSISTANT TEACHER for MATHEMATICS.
Scale 1 post.
The successful applicant will be expected to take up the appointment in January, 1976.
Application forms (stamped addressed envelope, please) from Headmaster, Axminster Secondary School, Chard Street, Axminster, returnable by 12th November, 1975.

EALING
(London Borough)
EDUCATION SERVICE
ELTHORNE HIGH SCHOOL
Cranmer Avenue, Ealing, London W.13
Required as soon as possible, MASTER or MISTRESS to teach MATHEMATICS (Scale 1). The *school,* a developing comprehensive one, has already well established C.S.E., "O" and "A" level courses, and provides a challenge for a young teacher.
London Weighting of £351 is payable and the description of the *school as one of* social priority provides an additional allowance.
In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses while looking for accommodation.
Application by letter to the Headmaster at the school, enclosing a recent testimonial and citing two referees.

County of Cleveland

CLEVELAND EDUCATION COMMITTEE

SECONDARY TEACHING APPOINTMENTS

SCALE POSTS

BRUNNER SCHOOL, Marsh House Avenue, Billingham, Cleveland TS23 3HB (Tel. Stockton 560947)
Required for January or Easter, 1976: A Teacher for PHYSICS (Graduate preferred) for this 11-16 Comprehensive School. SCALE 1 post. Nuffield Combined Science is taught in junior forms, with Nuffield Physics to public exam standards. Candidates must be prepared to teach to all levels and abilities.

HIGH TUNSTALL SCHOOL, Elwick Road, Hartlepool, Cleveland (Tel. Hartlepool 61446)
Required for January, 1976, in this co-educational 11-18, Group 11 Comprehensive School, pleasantly situated in new premises on the west side of Hartlepool:
- (i) A Teacher for MATHEMATICS, SCALE 1 post. Mathematics is well established to 'O', 'A' and C.S.E. levels.
- (ii) A LIBRARIAN/ENGLISH teacher, SCALE 2 post.
- (iii) A Teacher for GEOGRAPHY to teach throughout the school. 'O', 'A' and C.S.E. levels are well established. A SCALE 2 post may be available for a suitable applicant, particularly one who would be interested in helping as a House Organizer.

NUNTHORPE SCHOOL, Nunthorpe, Middlesbrough, Cleveland TS7 0LA (Tel. Middlesbrough 30561/2)
Required for January, 1976: A Teacher for ENGLISH, SCALE 1 post.

WARSETT SCHOOL, Linden Road, Brotton, Saltburn, Cleveland (Tel. Brotton 305 and 614)
Required for January, 1976, or as soon as possible: a well-qualified and experienced teacher of GERMAN. A SCALE 2 post is available for a suitable applicant. There are good facilities including a language laboratory. C.S.E. and G.C.E. 'O' level courses are well established.
Warsett School is an 11-16 mixed Comprehensive School with 1,100 pupils on roll. It is housed in modern buildings and is pleasantly situated between the North Yorkshire Moors and the sea.

EAGLESCLIFFE SCHOOL, Urlay Nook Road, Eaglescliffe, Stockton, Cleveland TS16 0LA (Tel. Eaglescliffe 782465 and 782593)
- (i) Required for January, 1976, or as soon as possible thereafter. A Teacher for ENGLISH, SCALE 3 post, to be second in the faculty with particular responsibility for developing and coordinating C.S.E. Mode 3 and Sixth Form non 'A' level courses.
- (ii) Required for January, 1976: A Teacher for GIRLS' PHYSICAL EDUCATION, SCALE 2 post, to be responsible for the organization and teaching of Girls' Physical Education throughout the school.
- (iii) Required for January, 1976: A Teacher for ENGLISH, SCALE 1 post.

Financial assistance with household removal expenses is available in approved cases. Temporary housing accommodation may be *available if required.*
Applications may be made by letter or on application forms obtainable from the Head Teachers at the addresses shown above. Applications by letter should include detailed information regarding education, training, qualifications and experience, together with the names and addresses of three referees.
Letters of application and completed application forms should be submitted *direct to the Head Teachers* within 14 days of the appearance of this advertisement.

Cheshire

Application forms (send s.a.e), unless otherwise stated, are obtainable from the Head of the School concerned, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases.

J. R. G. TOMLINSON, M.A.
Director of Education.

HEADS & DEPUTY HEADS

SENIOR MISTRESS
(Group 8—Deputy Head)
Halton District
Runcorn St. Chad's R.C. Aided Comprehensive School
Grangeway, Runcorn
Required May, 1976:
New four-form entry rising to six-form entry 11-16 comprehensive school serving Runcorn and Frodsham. To open September, 1976, with intake of 1st year pupils.
Applications invited from teachers with *proven administrative* ability, genuine interest in pastoral and curriculum needs of pupils in this age group and a concern for standards.
The person appointed will play a significant part in the formulation of school policy and be responsible for the day to day organisation of the school. Assistance with housing if required. Removal expenses, etc., payable in accordance with the County Scale.
Application forms and further particulars (s.a.e. required) obtainable from and returnable to District Education Officer, Education Dept., Grosvenor House, Shopping City, Runcorn, Cheshire, by 28th November, 1975.

HEADS OF DEPARTMENT

HEAD OF MUSIC—SCALE 3
Poynton County High School
Yew Tree Lane, Poynton, Stockport SK12 1PU
Required January or April, well qualified and experienced teacher to direct and develop the teaching of Music throughout this *developing co-educational* Comprehensive school. Excellent facilities: courses at CSE, 'O' and 'A' level established; extra-curricular Music flourishing.
Closing date 19th November.

SCALE II POSTS AND ABOVE

HUMANITIES—SCALE 4
Blacon High School
(Group 11; mixed, comprehensive; 12 to 18)
Melbourne Road, Blacon, Chester CH1 5JH
Experienced graduate teacher with interest in curriculum planning for all ability levels to be CO-ORDINATOR of the HUMANITIES area. The post will be vacant from January, 1976, because of the appointment of the present holder to a Deputy Headship, but applications for April, 1976, will be welcomed.

SCALE I POSTS

SCIENCE
Alsager Comprehensive School
Hassall Road, Alsager ST7 2HR
Required January, 1976. Permanent or temporary appointment considered. To teach Nuffield Science in the lower school with possibilities of external examination work.

SECONDARY
Mathematics continued

ESSEX
COUNTY COUNCIL

Generous removal, lodging and disturbance allowance payable, and details of the availability of housing and nursery education can be obtained at the time of application.

THE KING JOHN SCHOOL
(Roll 1,750 mixed)
Shipwrights Drive, Thundersley
Benfleet
Telephone
Southend-on-Sea 558211
MATHEMATICS

Required January or April. Very strong experienced Department. Opportunities to pursue personal interests, examination work, computer studies, etc. Suitable for enthusiastic new entrants to profession with concern for pastoral care of children.

Application forms and further particulars may be obtained from the Head of the school concerned, unless otherwise stated, to whom completed application forms should be returned.

WILLIAM EDWARDS SCHOOL
(Roll: 1,190)
Stifford Clays Road, Grays
Telephone: Grays Thurrock 79571
MATHEMATICS, Scale 1.

Required for January if possible, to join a team teaching throughout the school to G.C.E. "O" level and C.S.E., Mode 3—an interest in Modern Mathematics an advantage and a genuine desire to help in the expansion of the subject in a purpose-built suite.

London fringe allowance of £141 per annum is payable and the possibility of some Sixth Form teaching exists.

William Edwards School (comprehensive 11 to 16), a school growing from six-form entry to eight-form entry with purpose-built accommodation under construction, situated at the northern extremity of Grays adjoining Green Belt land and serving a mixed area of private and council housing plus the villages of Horndon and Orsett.

Apply by letter to the Headmaster.

HAMPSHIRE

NORTH-WEST AREA

JOHN HUNT OF EVEREST SCHOOL

Popley Way, Basingstoke, Hants
(11 to 16 comprehensive mixed
1,260 on roll)
Headmaster: Mr. K. Riley

Required for January or Easter, 1976, MASTER or MISTRESS to teach MATHEMATICS

This purpose-built school is housed in modern buildings on the northern outskirts of Basingstoke. The Mathematics Department is committed to the development of modern courses and offers excellent opportunities to new or experienced teachers.

Applicants should write to the Headmaster of the school, giving curriculum vitae and the names and addresses of two educational referees. Assistance with removal expenses in approved cases.

HERTFORDSHIRE

GRANGE PARK SCHOOL

London Road, Bushey
(Six form entry all ability boys school in pleasant area with excellent site and facilities)

Required January, TEACHER for MATHEMATICS, Scale 1 plus London Allowance. The post offers experience in a large, successful department providing courses up to "A" level in pure and applied mathematics, statistics and computer science.

Full details from the Headmaster to whom letters of application should be sent with names and addresses of two referees.

HERTFORDSHIRE
RICKMANSWORTH SCHOOL
Scots Hill, Rickmansworth
Required for January for this 21 year old school situated in 20 acres of field and woodland (1,107 boys and girls—218 in Sixth)
MASTER or MISTRESS to teach MATHEMATICS
Work to "O" and "A" levels could be included according to qualifications.

London Fringe Allowance £141.

Apply by letter (no forms) to Headmaster, giving age, qualifications, names of testimonials and telephone numbers.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE

CHATHAM DIVISION

FORT PITT SCHOOL FOR GIRLS
Fort Pitt, Chatham, Kent
715 Girls
Required January, 1976:—
A TEACHER OF SENIOR MATHEMATICS up to Fifth Year. The post is for one year in the first instance but there is a possibility of this being extended.

This is a four-form-entry girls' school with a selective intake. Please state other subject(s) offered.

Application at the earliest possible opportunity to the Headmistress at the school, stating addresses and telephone numbers of two referees.

The school is five minutes' walk from Chatham Station. The journey to London takes approximately 50 minutes.

MAIDSTONE DIVISION

WROTHAM SCHOOL
600 Mixed
Borough Green Road, Wrotham,
Sevenoaks
An expanding high school in the Thames-side Scheme
For January —
A TEACHER for MATHEMATICS.

Further particulars of school and post from the Headmaster (Borough Green 884207) to whom applications should be sent.

ASHFORD DIVISION

TENTERDEN HOMEWOOD SCHOOL
(Boys and Girls, roll 920)
TWO MASTERS or MISTRESSES :—
(1) Post above Scale 1 available for applicant willing to accept additional pastoral responsibilities.
(2) Newly qualified teachers considered. Ability to help with Physical Education and Games an advantage.

Application to Headmaster at the school.

LEICESTERSHIRE

LEYSWOOD HIGH SCHOOL
Winchester Road, Countesthorpe,
Leicester
(Roll: 600)

In the Leicestershire Plan for the organization of secondary education
(High 11-14)

MATHS. Scale 1.
Require January full or part-time

Apply (no forms) with full particulars and names and addresses of two referees to the head from whom further details can be obtained.

MERSEYSIDE
ST CUTHBERT'S R.C.
SECONDARY SCHOOL
Berrys Lane, St Helens WA9 3HE
MATHEMATICS (Scale 1) to "O" level. January 1, 1976, or as soon as possible.

Application forms, which are available from the Headmaster at the school, should be returned to The Rev. Father A. Lane, C.P., St Anne's Retreat Monastery Lane, St. Helens, Merseyside.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post
MANVERS PIERREPONT COMPREHENSIVE SCHOOL
Carlton Road, Nottingham NG3 2NR
Headmaster: I. N. Craig, D.L.C., N.D.D.
Mixed, 1,004 (11 to 16)
For January, MATHEMATICS, Scale 1, to C.S.E. and G.C.E. "O" level, Social Priority Allowance payable.

Applications (no forms) to the Headmaster, as soon as possible.

SHEFFIELD
EDUCATION COMMITTEE
ECCLESFIELD SCHOOL
Sheffield, S30 3WD
An 11-18 Comprehensive
Required for January, 1976, a MASTER or MISTRESS to teach MATHEMATICS. Scale 1.

Applications (no forms) to reach the Head Teacher at the school as soon as possible.

SURREY
MARYMOUNT INTERNATIONAL SCHOOL
George Road, Kingston upon Thames KT2 7PE
Applications are invited from qualified TEACHERS to teach MATHEMATICS in grades eight to 11 (all girls—ages 13 to 17). School follows the American curriculum. Candidate should have at least a B.A. degree in Mathematics and two or more years of teaching experience at secondary level.

Applicant should be available for teaching in January, 1976.

Applications should be made immediately in writing with a curriculum vitae and evidence of qualifications to the Principal at the above address.

TRAFFORD
(Metropolitan Borough of)
EDUCATION COMMITTEE
WELLINGTON SECONDARY SCHOOL FOR GIRLS
(750 girls)
Wellington Road, Altrincham,
Cheshire WA15 7RH
Tel.: 061-928 1157
MATHEMATICS, SCALE 1
For January, 1976, to teach the subject to all ages up to C.S.E. standard.

Application forms, available from the Head of the school, should be returned as soon as possible.

WILTSHIRE
EDUCATION COMMITTEE
WOOTTON BASSETT
COMPREHENSIVE SCHOOL
Lime Kiln, Wootton Bassett,
Swindon, Wilts SN4 7HD
Number on roll September, 1976—1,250
TEACHER of MATHEMATICS. Scale 1.

Required for January, 1976, for this developing 11-18 Comprehensive School. Excellent opportunity for a young teacher to gain experience in a young and progressive department. Mode III C.S.E., "O" and "A" level work established, and new courses in computing and statistics developing. The first three years are taught in mixed ability classes using materials developed by the departmental staff.

The post would be suitable for a teacher with some experience but applications from students seeking their first appointment are welcome.

Application forms and further particulars (stamped addressed envelope, please) from the Headmaster.

MATHEMATICS, Elementary. Temporary Part-time .6, qualified London based teacher for junior and middle school required soonest.—Apply Headmaster, Cardinal Vaughan School, Addison Road, Kensington, W.14.

Modern Languages

Heads of Department

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
ASHCROFT HIGH SCHOOL
Crawley Green Road, Luton LU2 9AG
Headmaster, Mr. G. E. Boden.
Required for January or April, 1976, HEAD of MODERN LANGUAGE DEPARTMENT (FRENCH and GERMAN essential). Scale 3 in this mixed comprehensive high school with approximately 1,200 pupils on roll.

Application forms obtainable from and returnable to the Headmaster.

EALING
(London Borough)
EDUCATION SERVICE
CARDINAL WISEMAN
R.C. HIGH SCHOOL
Greenford Road, Greenford, Middlesex
Applications are invited from experienced graduate TEACHERS for the post of HEAD of the FACULTY of LANGUAGES in this eight-form entry comprehensive High School (12-18), Salary Scale 5. The teacher appointed will have as his main subject French, and also be able to offer a second language. At present French, Spanish and Latin are taught throughout the school to C.S.E., "O" and "A" level. The school has a well equipped Language Laboratory.

London Weighting £351.

In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses while looking for accommodation.

Applications to the Head at the school as soon as possible.

ESSEX
COUNTY COUNCIL
Generous removal, lodging and disturbance allowances payable, and details of the availability of housing and nursery education can be obtained at the time of application.
BILLERICAY SCHOOL
(Roll 1,440, Main School; 160, Sixth Form)
School Road, Billericay
Telephone: Billericay 55101
HEAD of FRENCH
Scale 2. Man or woman to lead a well-organised and successful department. Possibility of rapid promotion to Scale 3. Second in Foreign Language Department, especially for candidate offering French and German.

London Fringe Allowance of £141 per annum payable.

Application forms and further particulars may be obtained from the Head of the school, to whom completed application forms should be returned.
HASSENBROOK COMPREHENSIVE SCHOOL
(Roll: 1,215)
Hassenbrook Road
Stanford-le-Hope
Telephone:
Stanford-le-Hope 71566
FRENCH, Houghton Scale 3.
Required to lead team of four, teaching French, German and French Studies to "O" level and C.S.E. Audio-visual aids methods used in junior years. Purpose-built accommodation including language laboratory now under construction.

London Fringe Allowance of £141 per annum. House purchase and saving scheme for staff.

Applications by letter to the Headmaster. Please include brief details of qualifications, experience, interests and the names and addresses of two referees. Further information regarding post, school and the area will be forwarded to applicants.

OLDHAM
(Metropolitan Borough of)
EDUCATION COMMITTEE
GRANGE SCHOOL
Rochdale Road, Oldham
Required for Summer Term, 1976, or sooner at this 11-18 mixed comprehensive school, Scale 3, experienced TEACHER as HEAD of MODERN LANGUAGES. Examination work to "O" and "A" levels. Two language laboratories. French is principal language.

Send foolscap stamped addressed envelope for application form to Director of Education, Education Offices, Old Town Hall, Middleton Road, Chadderton, Oldham; returnable to the Head at the school by 19th November.

NORTH TYNESIDE
(Metropolitan Borough of)
EDUCATION COMMITTEE
ST. JOSEPH'S R.C.
SECONDARY SCHOOL
West Lane, Killingworth,
Newcastle upon Tyne, NE12 0BH
Headmaster, Mr. G. W. Thompson
Required for January, 1976:—
Scale 3. HEAD of DEPARTMENT—FRENCH. 11-16-year-olds. Post also includes responsibility for first year pupils (two forms).

Application forms are available on receipt of a stamped addressed envelope from the Head Teacher, to whom they should be returned within two weeks of the appearance of this advertisement.

Other Posts on Scale 2 and above

ESSEX
COUNTY COUNCIL
Generous Removal, Lodging and Disturbance Allowances payable, and details of the availability of housing and nursery education can be obtained at the time of application.
FURTHERWICK PARK SCHOOL
(Roll [illegible])
Furtherwick Road, Canvey Island, Essex [illegible]
Tel.: Canvey [illegible]
MODERN LANGUAGES
Scale 2—DEPUTY for FRENCH. To teach French in well established department offering French and German to C.S.E. and "O" level. Excellent facilities including language laboratories, and ancillary help.

Burnham plus additional payment.

Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

HAMPSHIRE

GOSPORT FAREHAM AREA

PORTCHESTER SCHOOL

White Hart Lane, Portchester
Fareham PO16 9BD
(11 to 16 Comprehensive
Mixed, 1,000 on roll)
Lively young GRADUATE to undertake responsibility for teaching of FRENCH. Scale 2 initially.

Please write to the school, giving curriculum vitae and the names and addresses of two educational referees. Further details obtainable from the Head.

Assistance with removal expenses in approved cases.

HEREFORD AND WORCESTER
COUNTY COUNCIL
KIDDERMINSTER, TRANSIT
MIDDLE SCHOOL
Chestnut Grove, Kidderminster,
Worcs DY11 5QB
Required for January, 1976 or as soon as possible thereafter, FRENCH SPECIALIST. Scale 2. [illegible] of "En Avant" essential.

Application forms available from and returnable to the Head on receipt of a stamped addressed envelope (foolscap).

HEREFORD AND WORCESTER
COUNTY COUNCIL
WORCESTER, PERDISWELL
SECONDARY SCHOOL
Bilford Road, Worcester.
Required for January, 1976, or as soon as possible after, an experienced ASSISTANT [illegible] to be responsible for [illegible] LANGUAGES within the Fa[illegible] English and Communication [illegible] 2 with possibility of [illegible] suitably qualified candidate. [illegible] is a new school which [illegible] September, 1974.

Closing date 21st N[illegible] 1975.

Application forms available and returnable to the Head on receipt of a stamped addressed envelope (foolscap).

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Office, 88 Lampton Road,
Hounslow, Middlesex
FELTHAM SCHOOL
Boundaries Road, Feltham,
Middlesex TW13 5EW
Headmaster, Mr. P. J. R. [illegible]
M.A.
(Comprehensive Co-educational
1,900 on roll)
Required for January, 1976 or as soon as possible: TEACHER of FRENCH, preferably with [illegible]ence in SPANISH.

Scale 2 post available for [illegible] qualified and experienced [illegible]

The Education Committee [illegible] power to consider applications [illegible] experienced teachers for [illegible] towards removal, disturbance [illegible] separation expenses.

Letters of application in the first instance to the Head Teacher at the School, giving details of qualifications and names of two [illegible]

P. J. Lee, Director of Education.

AROUND THE WORLD FOR 15p

In almost any country you care to mention, The Times Literary Supplement finds a place in senior common room, on writing desk, in a briefcase. For academic and layman alike, the TLS provides voyages of discovery into every conceivable subject. Some of the finest talents write regularly for the Literary Supplement, and almost half a million lively minds read it every week.

THE TIMES LITERARY SUPPLEMENT

STAFFORDSHIRE CENTRAL AREA

Required for January 1976 unless otherwise stated

Educational Psychologist

CHADSWELL OBSERVATION AND ASSESSMENT CENTRE
22 WISSAGE ROAD, LICHFIELD

Applications are invited from suitably qualified and experienced persons for the above post at this centre which accommodates 24 boys and 12 girls.

Salary in accordance with the Soulbury Scale for Educational Psychologists, i.e., £3,225-£5,670 per annum. Commencing salary will be commensurate with age and experience.

Applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trades Union.

Application forms and further particulars from the Director of Social Services, 69 Foregate Street, Stafford.

Closing date for applications 21st November, 1975.

Scale 2 Posts and Above

CHESLYN HAY MIDDLE SCHOOL
SAREDON ROAD, CHESLYN HAY, WALSALL WS6 7JQ Roll: 310

Applications are invited from suitably qualified and experienced Teachers for the posts of:

(1) Subject Adviser for BOYS' P.E./GAMES, Scale 2. (Previous applicants will be considered if they so wish.)

(2) Subject Adviser of FRENCH, Scale 2.

This new purpose-built Middle School (9-13 age range) is situated 11 miles from Junction 11 of the M6 Motorway.

CHADSWELL OBSERVATION AND ASSESSMENT CENTRE
22 WISSAGE ROAD, LICHFIELD

Male Teacher (non-resident) required at this Centre which accommodates 24 boys and 12 girls.

Salary in accordance with Burnham Scale 1, plus £564 per annum Remand Home Allowance, plus £879 per annum Extraneous Duty Allowance. Applicants should be qualified teachers who have successfully completed their probationary year. An interest in WOODWORK would be an advantage.

Applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of a Trades Union.

Application forms and further particulars from the Director of Social Services, 69 Foregate Street, Stafford.

Closing date for applications 14th November, 1975.

Scale 1 Posts

THE AELFGAR SCHOOL
TAYLOR'S LANE, RUGELEY Roll: 1,000 (Mixed)

Master or Mistress to teach MUSIC in this fully comprehensive 11-18 mixed school.

There is every chance of advancement within the school for a keen and enthusiastic teacher.

CHRISTCHURCH C.E. MIDDLE SCHOOL
OLD ROAD, STONE

Male teacher required, Scale 1, to be responsible for the teaching of GENERAL SUBJECTS in the first year and some BOYS' P.E. and GAMES (Cross Country, Football, etc.) in this 9-13 Middle School.

Unless otherwise stated applications by form obtainable from and returnable to the Head of the school. Assistance towards removal expenses in approved cases. Canvassing will disqualify.

ECONDARY
dern Languages
ntinued

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
FORT PITT SCHOOL FOR GIRLS
Fort Pitt, Chatham.
[illegible] girls selective intake
[illegible] in Lower Sixth,
[illegible] in Upper Sixth)
Required for January, 1976, an experienced MISTRESS to share in teaching of FRENCH throughout the school to "A" level and to be responsible for the Social administration of the Upper Sixth Form. Scale 3 post available.

Purpose-built Sixth Form accommodation is in the process of being completed. This is a new post and offers an excellent opportunity for a person of drive and imagination to make a valuable contribution to the life of the school.

Application naming two referees to the Headmistress at the school.

MAIDSTONE DIVISION

MAIDSTONE SENACRE SCHOOL
([illegible] mixed)
TEACHER to organize the teaching of FRENCH throughout the school. An interest in background studies in addition to French teaching will be an asset. Scope for flexibility and originality in the development of this subject. New Scale 2 or 3 post available to suitably experienced, well qualified teacher.

Applications to the Headmistress with curriculum vitae and naming two referees.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably QUALIFIED TEACHERS for the following post:
Readvertisement
NEWARK CHURCH OF ENGLAND (CONTROLLED) SECONDARY SCHOOL
Barnby Road, Newark,
Nottinghamshire NG24 1RR
Headmaster: J. R. Gold
Mixed: 700 (11-16)
For January
FRENCH—Scale 2.
Language Laboratory facilities in new teaching block.

Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

Scale 1 Posts

BERKSHIRE
WOKINGHAM DISTRICT
ST CRISPIN'S SCHOOL
([illegible])
[illegible] Road, Wokingham
Required for January, 1976: ASSISTANT MASTER/MISTRESS for FRENCH. Scale 1, to C.S.E. level. Full or part-time. The School, which is pleasantly situated, is in its second year as a comprehensive school and French is well established.

Assistance with removal expenses in approved cases.

Application forms and further details from the Headmaster.

BEXLEY
(London Borough of)
CHISLEHURST AND SIDCUP
GRAMMAR SCHOOL
[illegible] 910 Boys, 150 Girls
Required as early as possible in 1976:—
Qualified TEACHER of FRENCH up to and including "A" level. Scale 2 post could be available for suitable applicant.

London Area Allowance £267. Assistance with removal expenses. Legal fees and disturbance allowance to be considered.

Applications to Chief Education Officer (T), Town Hall, Crayford, Kent.

BRENT
(London Borough of)
ALPERTON HIGH (MIXED)
SCHOOL
Stanley Avenue, Wembley HA0 4JB
(Roll 1,500: 11-18)
Required in January:—
Temporary part-time experienced TEACHER of FRENCH (Scale 1) until August, 1976, to work the equivalent of three days a week with pupils aged 14-17.

Candidates should apply by letter to the Head of the school as soon as possible giving age, present post, qualifications, experience and referees.
CONVENT OF JESUS AND MARY
HIGH SCHOOL
Crownhill Road NW10 4EP
(Roll, 976: 11-18)
Part-time MASTER or MISTRESS for GERMAN (Scale 1) to be responsible for teaching "O" and "A" level German within a large and well-established Modern Languages Department. Language laboratory and audio-visual equipment available.

Candidates should apply by letter to the Head of the school within seven days giving age, present post, qualifications, experience and references.

London Allowance of £351 per annum (pro rata) is payable.

CAMBRIDGESHIRE
HUNTINGDON AREA
ERNULF SCHOOL
Barford Road, St Neots, Huntingdon
MODERN LANGUAGES, SCALE 1
Required for January, 1976, or as soon as possible thereafter :—
A TEACHER to undertake the responsibility of teaching FRENCH with some GERMAN. The school is a developing 11 to 18 Comprehensive School, with excellent facilities for the teaching of languages.

Assistance is given with removal expenses.

Application by letter, with curriculum vitae and the names of two referees to the Headmaster at the school as soon as possible.

DERBYSHIRE
EDUCATION COMMITTEE
THE GOSFORTH SCHOOL
Stubley Lane, Dronfield Woodhouse,
Sheffield S18 5YN
A FRENCH SPECIALIST TEACHER, Scale 1, is wanted for January 1st, 1976, or as soon after as possible. The school, rapidly expanding, takes the full ability range 11-14, and has close connections with an institution which takes the pupils on to "O" and "A" level. This is a good post for a young ambitious teacher.

Letters of application, with curriculum vitae and the names of two referees, to the Headteacher at the School.

DONCASTER
METROPOLITAN BOROUGH
COUNCIL

DONCASTER EDUCATION
COMMITTEE

ADWICK SCHOOL
Windmill Balk Lane,
Woodlands, Doncaster
Telephone Adwick-le-Street
2237

Required 1st January, 1976, or as soon as possible thereafter :

GRADUATE TEACHER of FRENCH to teach throughout the school, including work in Lower Sixth Form. Ability to help with Lower School Latin an advantage. Scale 2 post available for suitably qualified and experienced teacher.

Adwick School is a mixed Comprehensive School of 1,050 pupils with approximately 200 in a well-established Sixth Form.

Letters of application, together with a copy of a recent testimonial and the names and addresses of two referees should be sent to the Headmaster as soon as possible.

Liverpool
Secondary Schools

Applications are invited for the following posts with duties to commence January, 1976, unless otherwise stated. Application forms are available from the Head Teacher of the school concerned to whom they should be returned as soon as possible. Previous applicants need only confirm in writing they wish their application to stand.

ANFIELD COMPREHENSIVE SCHOOL (Boys)
Breckside Park, Liverpool L6 4DN
Assistant for ENGLISH, SCALE 1.
Variety of work available in lively department.
Please state interests.

OUR LADY OF ASSUMPTION R.C. SECONDARY (Mixed) SCHOOL,
Hartsbourne Avenue, Liverpool L25 2RW.
A well qualified and experienced TEACHER as HEAD OF DEPARTMENT of MATHS and SCIENCE SCALE 3 post for suitable applicant.

QUEEN OF ALL SAINTS R.C. SECONDARY SCHOOL (Mixed),
Townsend Lane, Liverpool L6 0BD.
Assistant to teach either WOODWORK or METALWORK, with subsidiary TECHNICAL DRAWING, to lower half of School, SCALE 1. Suitable post for young teacher seeking experience in well-organised, experienced Craft Department.

ST. HILDA'S C.E. HIGH SCHOOL (Girls),
Croxteth Drive, Liverpool, L17 3AL.
Assistant for PHYSICS, SCALE 1

ST. MARGARET MARY'S R.C. SECONDARY SCHOOL (Mixed),
Pitch Lane, Liverpool, L14 0JG (S.P. School).
Assistant for GENERAL SUBJECTS—SCALE 1.

ANFIELD COMPREHENSIVE SCHOOL (Boys)
Breckside Park, Liverpool, L6 4DN.
Assistant for WOODWORK, SCALE 1.
Temporary or part-time would be considered.

ST. AMBROSE BARLOW R.C. SECONDARY SCHOOL (Mixed),
Queens Drive, Liverpool L13 0AP.
Assistant for RELIGIOUS EDUCATION with Mathematics or Environmental Studies an advantage. SCALE 2 post offered to suitably qualified applicant. Applications from new teachers will be considered.

Replies to: Rev. B. Catterall,
Chairman of the Governors,
St. Cecilia's Presbytery,
21 Green Lane, Liverpool 13.

ST. JOHN ALMOND R.C. SECONDARY SCHOOL (Mixed),
Horrocks Avenue, Liverpool L19 5PF.
Qualified Assistant for GEOGRAPHY, able to teach R.E., SCALE 2 post.

DONCASTER

THORNE GRAMMAR SCHOOL
St. Nicholas Road, Thorne,
DN8 5BQ
Tel: Thorne 812179

Required as quickly as possible MASTER or MISTRESS to teach FRENCH within the Languages Department in this 13-18 comprehensive school. There are at present 1,200 pupils on roll including 160 in the Sixth Form.

Some Sixth Form work would be available for a suitably qualified applicant.

Applicants with previous experience will be considered for Scale 2 post. Applications also welcome from teachers seeking first appointments on Scale 1.

Apply immediately by letter to the Headmaster giving brief details and naming two referees.

EALING
(London Borough)
EDUCATION SERVICE
WALFORD HIGH SCHOOL
Henguith Road, Northolt, Middlesex
Tel.: 01-845 3761
Required from January or April, 1976, a TEACHER of FRENCH.

The school (1,300 boys and girls, 12 to 18 years) is on one site in modern buildings with excellent facilities. These include a well-equipped language laboratory.

London Allowance of £351.

In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.

Application forms obtainable from Headmaster of the school (stamped addressed envelope, please) to be returned as soon as possible.

ESSEX
COUNTY COUNCIL
Generous removal, lodging and disturbance allowances payable, and details of the availability of housing and nursery education can be obtained at the time of application.
COUNTY HIGH SCHOOL
(Roll: 1,060, 11 to 18)
Audley End Road, Saffron Walden
Telephone Saffron Walden 27585
FRENCH
Required for January, 1976, to share the teaching of French throughout the school. Courses to C.S.E. and G.C.E. "O" and "A" levels are fully established. Good facilities, including a language laboratory and audio-active rooms available.

The school is situated in very pleasant rural surroundings some 40 miles from London and 15 from Cambridge.

Application forms and further particulars may be obtained from the Head of the school, to whom completed application forms should be returned.
CLACTON COUNTY HIGH
SCHOOL
(Roll: 1,480)
Walton Road, Clacton-on-Sea
Telephone: Clacton-on-Sea 24266
FRENCH
Required in January, or April, MASTER/MISTRESS, G.C.E. "O" and "A" level and C.S.E. (Mode 3) work available for a suitable candidate.

Apply within seven days to the Headmaster at the school, giving full details of education, training, qualifications and experience and including the names and addresses of two referees.

HAMPSHIRE

SOUTH-EAST AREA

WAKEFORD SCHOOL

Wakefords Way, Havant,
Hants. PO9 5JL
Comprehensive Mixed 11 to 18
(1,600 on roll)

Applications are invited from suitably qualified TEACHERS for a vacancy in the Modern Languages Department of the school. Main GERMAN and subsidiary FRENCH or main FRENCH and subsidiary GERMAN. Sixth Form work available. Excellent facilities include 32 Booth Language Laboratory. Post suitable for student completing training. Vacancy for January, 1976, or as soon as possible thereafter.

Closing date for applications is 14th November, 1975.

Application by letter to the Head, giving details of qualifications and experience, together with the names and addresses of two Education Referees. Further details obtainable from Head. Assistance with removal expenses in approved cases. Housing accommodation will be considered in appropriate cases.

HARINGEY
(Borough of)
TOTTENHAM SCHOOL
Selby Road N17 8JN
(01-808 4306)
Eight-form-entry mixed comprehensive school for age-range 11 to 18
Required for January, 1976 :—
MASTER or MISTRESS to teach FRENCH.

Subject is taught to C.S.E., G.C.E. "O" and "A" levels. A candidate who could offer another subject, especially History, would be particularly welcome.

Scale 2 post available for someone with good experience.

London Allowance £351.

Social Priority Allowance £201 or £276.

Applications by letter in the first instance to the Headmaster, giving brief details of qualifications and experience, together with the names of two referees, as soon as possible. Telephone enquiries would be welcome.

Removal expenses, 100 per cent allowed.

Chief Education Officer, Education Offices, Somerset Road, N17 9EH.

HEREFORD AND WORCESTER
COUNTY COUNCIL
REDDITCH, THE LEYS HIGH SCHOOL
Woodrow Drive, Redditch, Worcs., B98 7UH
MASTER/MISTRESS required for January or Easter, 1976, to teach FRENCH across the wide ability range in 10 form Comprehensive High School (13-18). Well established C.S.E., "O" level and developing "A" level courses. Well equipped department with range of A/V aids.

Rented housing available. Scale 1 or 2 available for suitable candidate.

Background paper and application form available from the Headmaster on receipt of an stamped addressed envelope (foolscap). Temporary appointment considered.

HERTFORDSHIRE
GRANGE PARK SCHOOL
London Road, Bushey
Six form entry all ability boys school in pleasant area with excellent site and facilities.
Required January, TEACHER for FRENCH and/or GERMAN (Scale 1 + London Allowance). Audio visual courses are used in the junior part of the school and there is a language laboratory.

Full details from the Headmaster, to whom letters of application should be sent with names and addresses of two referees.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE

DARTFORD DIVISION

DOWN (MIXED) SECONDARY SCHOOL
Green Street Green Road, Dartford
TEACHER for FRENCH required. Modern facilities including language laboratory.

Applications to Headmaster.

KIRKLEES
METROPOLITAN COUNCIL

RAWTHORPE SECONDARY
SCHOOL
Nether Hall Avenue,
Huddersfield HD5 9PG

Required for January, 1976, TEACHER for GERMAN throughout the school who can give some assistance with the teaching of FRENCH. Scale 1 post. This post will be suitable for a newly qualified teacher.

Application forms from the Headmaster at the school, to whom completed forms should be returned without delay.

LEICESTERSHIRE

WREAKE VALLEY COLLEGE
Parkstone Road, Syston,
Leicester

(Roll: 1,300)

In the Leicestershire Plan for the organization of secondary education.

Upper 14-18

LANGUAGES
Scale 1.

Required January or before TEACHER of FRENCH in lively resource-based department. French/French Studies taught to whole Lower School, optional in Upper School to C.S.E. "O" and "A" level.

Apply (no forms) with full particulars and names and addresses of two referees to the Head from whom further details can be obtained.

STAFFORDSHIRE
EDUCATION COMMITTEE
CODSALL COMPREHENSIVE
SCHOOL
Elliotts Lane, Codsall,
Wolverhampton
Required urgently for January, 1976, TEACHER for mainly FRENCH with some EUROPEAN STUDIES. A temporary appointment for one or two terms would be considered, although the post could become permanent.

The teacher appointed would have a full range of classes, of all ages and abilities, up to 5th form level. In the event of the appointment being made permanent, Sixth Form work could eventually become available.

Applications to the Headmaster, together with the names of two referees, should be made as soon as possible.

TRAFFORD
(Metropolitan Borough of)
EDUCATION COMMITTEE
BROADOAK COMPREHENSIVE
SCHOOL
(1,040 mixed)
Warburton Lane, Partington, near
Urmston, Manchester M31 4BU
Tel.: 061-775 4123/4771
MODERN LANGUAGES, Scale 1
Required for January, 1976. Both SPANISH and FRENCH are taught within the school and the post offers an excellent opportunity for a college or university leaver, since the majority of teaching will be with the younger age groups.

Application forms available from the Head of the school, should be returned as soon as possible.

Music

Heads of Department

HARINGEY
(Borough of)
TOTTENHAM SCHOOL
Selby Road, N17 8JN
01-808 4306
Mixed Comprehensive School of 1,140 catering for the age-range 11-18
Required for January or April: MASTER or MISTRESS to be HEAD of the MUSIC DEPARTMENT, Scale 2 or 3 London Allowance £351. Social Priority Allowance £201/£276.

There are good facilities, including an organ; every encouragement and support will be given to the person appointed to make Music an important and flourishing part of the School's activities.

Interested candidates are invited to contact the School to discuss the post.

Removal expenses—100 per cent allowed.

Chief Education Officer, Education Offices, Somerset Road, N17 9EH.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
HALL MEAD SCHOOL
(Roll 1,100 co-educational)
Marlborough Gardens, Upminster,
Essex RM14 1SF.
Comprehensive school in good residential area on edge of green belt. Swift access to London, to open countryside and to the sea. Courses to C.S.E. "O" and "A" level well established. Expanding sixth form.

Required January or Easter 1976: MUSIC TEACHER. An enthusiastic [illegible] to join a flourishing department. The school has a strong musical tradition, with orchestra and choir, its own Eisteddfod and an excellent organ. The successful applicant must be willing to assist in the after school activities of the department. Pupils follow courses to C.S.E., "O" and "A" level. Scale 2 post available for person with suitable qualifications and experience. There is a scheme for removal expenses.

Letters of application to Head Teacher quoting two referees.

PLYMOUTH
PLYMOUTH COLLEGE (H.M.C.)
650 boys
Sixth Form 180
Required for September, 1976, DIRECTOR of MUSIC to take charge of a large, well-equipped department. Salary point on Burnham Scale according to experience.

Applications to the Headmaster, Plymouth College, Ford Park, Plymouth, PL4 6RN, from whom full details may be obtained.

SUTTON
(London Borough of)
CAYNESFORD HIGH SCHOOL
Welbeck Road, Carshalton, Surrey
SM5 1LP
HEAD of MUSIC required January, 1976, Scale 3 or 4 to suitable applicant. Music taught throughout school. Peripatetic instrumental teachers visit regularly. London allowance £267 per annum. Social priority allowance £201 to £276 per annum. Assistance with removal expenses in approved cases.

Applications to Acting Head.

Other Posts on Scale 2 and above

CROYDON
TRINITY SCHOOL
Croydon
(Independent, H.M.C. 750 boys)
Required for January or April, 1976, STRING PLAYER as ASSISTANT DIRECTOR OF MUSIC. The post involves training orchestras and other ensembles, individual instrumental tuition, some teaching of optional music sets and some administrative work. The school has a thriving musical life with a visiting staff of twenty instrumental specialists; about a third of the boys have instrumental lessons at school. There are regular concerts and many of the instrumentalists play with Trinity Boys Choir in public concerts, broadcasts and recordings.

Whitgift Foundation salary scale (above Burnham). Help with removal expenses. Possibility of accommodation.

Applications (no forms), with names of two referees to the Headmaster, Trinity School, Shirley Park, Croydon CR9 7AT.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE

THANET DIVISION

BROADSTAIRS ST. GEORGE'S C. OF E. SECONDARY SCHOOL
(Roll 858)
Experienced TEACHER required to take charge of the MUSIC DEPARTMENT. Scale 2 or 3 post.

Applications to Headmaster with names and addresses of two referees.

ASHFORD DIVISION

ASHFORD NORTH SCHOOL FOR BOYS
(Roll 802)
MASTER, MUSIC and GENERAL SUBJECTS in Upper School.
Scale 2.

Applications to Headmaster at the school (Essella Road, Ashford).

NORTH YORKSHIRE
(County of)
COUNTY MUSIC STAFF
Required for April 1976 or earlier if possible:

A full time PERIPATETIC TEACHER of BRASS INSTRUMENTS in the Richmond/Northallerton area. Scale 2 post. A temporary full time appointment for Spring and Summer Terms, 1976, may be considered.

Application forms and further details available from the County Education Officer, Room 113, County Hall, Northallerton, returnable within 10 days of the appearance of this advertisement.

STAFFORDSHIRE
EDUCATION COMMITTEE
RIVERWAY GIRLS'
SECONDARY SCHOOL
Riverway, Stafford
Roll: 850
Required for January, 1976, or as soon as possible, TEACHER of MUSIC throughout the school. A Scale 2 post is available for a suitable applicant.

Application forms obtainable from and returnable to the Headmistress (stamped addressed envelope).

SEFTON
(Metropolitan Borough of)
EDUCATION COMMITTEE
COUNTESS OF DERBY HIGH
SCHOOL
Brown's Lane, Netherton,
Bootle, Merseyside L30 5RN
Required for January or April, 1976,
TEACHER of MUSIC, Scale 2.
To take charge of the Music Teaching throughout the school, to C.S.E. and "O" level standard with certain groups. The school is a five-form entry mixed comprehensive school with 720 pupils on roll. It is on one site in its own grounds on the outskirts of a housing area.

Assistance is given for removal expenses.

Application forms and further details available from the Head of the School.

THE CITY OF Birmingham
EDUCATION DEPARTMENT

COUNTY SECONDARY SCHOOLS
SCALE 2 POSTS & ABOVE

Unless otherwise stated, for all posts in this section, initial applications (giving age, qualifications, experience and names of two referees) should be sent immediately, together with stamped addressed envelope to Head of School.

BOURNVILLE SCHOOL
Griffins Brook Lane, Birmingham B30 1QJ (1,050 mixed)
Well qualified and experienced teacher required as soon as possible for HEAD OF THE MUSIC DEPARTMENT, Scale 3. Well-established G.C.E. "O" and "A" level courses and good potential for developing musical interests and activities, supported by ten visiting instrumental teachers. Applications would be considered for Easter or September, 1976.

KINGS NORTON BOYS' SCHOOL
Northfield Road, Birmingham B30 1DY (616 boys, Sixth Form 120)
Required in January, a teacher of Arts subjects, particularly ENGLISH and HISTORY but help in other Arts side subject(s) will be of interest. The post is either Scale 1 or Scale 2 according to qualifications and experience and can be either temporary for two terms or permanent. Intending applicants are invited to contact the Headmaster by 'phone (021-458 1306) in the first instance, as soon as possible.

LADYWOOD SCHOOL
Freeth Street, Birmingham B16 0QT
HEAD OF BOYS' PHYSICAL EDUCATION (Scale 4) + S.P.A. Allowance.
Required as soon as possible, suitably qualified and experienced person. The school offers a very wide range of sporting activities. There is a sports hall, local sailing and adjacent public swimming baths.
Applications to Headmaster by November 14th.

PAGET SCHOOL
Pype Hayes, Birmingham B24 0JP
Four-form-entry school in the North of Birmingham, reorganised September, 1975. Required, 1st January, specialist in MATHEMATICS. Scale 2 or 3 according to qualifications and experience. A balanced course of modern and traditional Mathematics is followed, leading to G.C.E. and C.S.E. examinations.

SIR WILFRID MARTINEAU SCHOOL
Gressel Lane, Birmingham B33 9UE
Scale 2 (or 1 as appropriate). Required January or April, 1976: MATHEMATICS teacher. Department offers Pure Mathematics, Applied Mathematics, Statistics and Computer Studies and courses to "A", "O", C.S.E. Modes I and III. Part-time or temporary arrangements considered.

WARREN FARM HANDICRAFT CENTRE
Warren Farm Road, Kingstanding, Birmingham B44 0PU
Required as soon as possible, experienced teacher of METALWORK, to teach to all levels. Opportunity to share responsibility for projects, experimental and examination work. Ability to take some Motor Vehicle work and/or Building Crafts a special recommendation. Up to Scale 3 available for suitable candidate. Applications by letter in the first instance to the Teacher in Charge.

LEA MASON C.E. SCHOOL
Bell Barn Road, Birmingham B15 2AF
(650 mixed) S.P.S. Allowance.
Required for 27th April, 1976, teacher for TECHNICAL DRAWING. Above Scale appointment for suitable candidate.

COUNTY SECONDARY SCHOOLS
SCALE 1 POSTS

Unless otherwise stated, requests for application forms for Scale 1 posts should be sent direct to the Head of the School as soon as possible.

GEORGE DIXON SCHOOL
City Road, Birmingham B17 8LF
Teacher for CHEMISTRY required for January, 1976. Advanced Level work available for a suitable candidate.

MARSH HILL SCHOOL
Marsh Hill, Birmingham B23 7EY (021-373 7164)
An all-ability mixed school, 1,200 on roll and a Sixth Form of 180.
Vacancy for January, 1976, "A" and "O" level BIOLOGY.

PERRY COMMON SCHOOL
Faulkners Farm Drive, Erdington, Birmingham B23 7XP
Assistant teacher for GENERAL SCIENCE, mostly with Lower School.

RILAND-BEDFORD SCHOOL
Upper Holland Road, Sutton Coldfield B72 1RB, West Midlands
Required January, 1976, man or woman to teach HISTORY to "O" and C.S.E. Level. Apply Headmaster giving names of two referees.

STOCKLAND GREEN SCHOOL
Slade Road, Erdington, Birmingham B23 7JH
850 pupils, mixed, 11-18. Established "A" level Sixth Form.
Required January:
Teacher for ART (ATD preferred). Able to interest pupils of varying ability up to "A" level and Art College entry standard in a full range of Art work; preferably to continue existing special courses in fabric printing.

YARDLEYS SCHOOL
Warwick Road, Birmingham B11 2LT
Required as soon as possible, teacher of HOME ECONOMICS. Domestic Science and Needlework at all levels.

There is a scheme for assistance with removal expenses. (V16275)

Qualified teachers are invited to apply for the following posts. Application forms and further particulars are available from the Head of the school concerned unless otherwise stated.
Inner London Area Payment (£351 per annum) in addition to the appropriate Burnham salary scale.
Household removal expenses may be paid wholly or in part to teachers accepting permanent teaching posts with the Authority when a change of residence is essential; payment covers cost of the removal of household effects, insurance in transit and fares for the teacher and family up to a normal maximum of £75, but payments in excess of this amount may be considered in exceptional circumstances. Assistance towards the legal cost of home purchase (up to £200) and a grant towards incidental expenses of moving house may be paid in approved cases. In addition, a separation allowance may be paid if a dependent family have to be left in the previous home while new accommodation is obtained in London.
The Authority's scheme of assistance with the cost of travel to school operates for appointments where the letters 'AT' are shown.
Applications for posts up to and including Scale 2 should be made as soon as possible. The closing date for applications for posts above this level will be 14 days from publication date.

SECONDARY SCHOOLS

Deputy Headships

MORPETH SCHOOL
Morpeth St., London, E2 OPX
Tel. 01-981 0921
960 boys and girls (Group XI), comprehensive; Headmaster John Harvey, B.A. Courses to C.S.E., "O" and "A" levels. Mixed ability organisation.
Required for April, 1976, DEPUTY HEAD (Male or Female) to be concerned largely with the pastoral organisation of the school. Full details of the post and forms of application obtainable from the school.

TRINITY HOUSE SCHOOL (SG) comprehensive
Harper Road, London, S.E.1.
Tel. 407 6877
Roll 1,200; 11-19 years:
Re-advertisement:
Second Deputy Head (Group 11) required to take up duties at the commencement of the summer term 1976. The person appointed will be required to work closely with the senior team, sharing in the general administration of the school. The second deputy will hold responsibility for the overall organisation and development of the academic work of the school. A candidate with energy and initiative is sought who has recent experience and qualification in the field of curriculum development in the comprehensive school.
Application forms and further details from the Headmistress. Tel. 407 6877.

ENGLISH

Scale 1 Posts

TOLLINGTON PARK SCHOOL
Turle Road, London, N4 3LS
Tel: 01-263 1465/6/7
1,100 boys and girls 11-19 years; comprehensive; headmaster.
English teacher (Scale 1) wanted for January to join large department that works very much as a team. CSE, "O" level, "A" level and EFL courses. Preliminary visit welcomed. (Social Priority Allowance payable.)
Application form and further information from the Headmaster.

TRINITY HOUSE SCHOOL (SG)
Harper Road, London, S.E.1
Roll 1,200. 11-19 years; comprehensive;
Experienced teacher of English required to assist in the sixth form for at least one term. Ability to offer some French, R.E. and remedial English desirable. Commence 1 January, 1976. Part time considered. Details and application forms from the Headmistress (tel. 407 6877).

HISTORY

Scale 1 Post

WANDSWORTH SCHOOL
Sutherland Grove
Southfields, SW18 5PT
Telephone: 01-788 4253
(1,300 boys: 11 to 19 years: Comprehensive: Headmaster)
[illegible]
Required as soon as possible full-time teacher of History (Scale 1) to teach a variety of courses in years 1 to 5, including boys preparing for C.S.E. An interest in teaching aspects of world history would be welcome.

HOME ECONOMICS

Post of Responsibility

COLLINGWOOD SCHOOL
York Grove, Queen's Road
SE15 2NZ
Telephone: 01-639 7711
(936 girls: 11 to 18 years: Comprehensive)
Required for January, or as soon as possible, an experienced Teacher of proven organising ability for Second in the Home Economics Department. Scale 2 plus S.P.A. This is a lively and flourishing department comprising six craftrooms on one site. G.C.E. "O" and "A" levels, C.S.E. [illegible] The school is on two sites and the successful candidate would be in charge of the work in one building. Vacancy due to promotion.
Applicants are welcome to visit the school. Please telephone the Headmistress for an appointment (01-639 7711).

Scale 1 Post

HURLINGHAM SCHOOL
Peterborough Road, SW6 3ED
(Nearest Underground: Parsons Green)
Telephone. 01-731 2581
Home Economics Teacher (part-time Mondays, Wednesdays) required January. Purpose-built Comprehensive. Good facilities.
Application form available from school.

MATHEMATICS

Scale 1 Posts

PIMLICO SCHOOL
Lupus Street, SW1V 3AT
Telephone: 01-828 0881
(1,640 boys and girls: 11 to 19 years: Comprehensive)
Headmistress: Mrs Kathleen Mitchell
Purpose built in 1970, the school recruits a good balance of ability, enjoys an academic reputation and is engaged in curriculum and social developments over a wide field.
Full-time Teacher of Mathematics required in January, or as soon as possible. The teacher appointed must be prepared to enter enthusiastically into the SMILE project, which is already in operation in the school, and to teach S.M.P. Mathematics over the whole ability and age range in a team of 15.

TRINITY HOUSE SCHOOL
Harper Road, London, S.E.1
Tel. 407 6877
(1,200 girls, 11 to 19 years: comprehensive)
A qualified teacher of maths required for 1st January, 1976, to join a forward looking, lively, well equipped department.

TRINITY HOUSE SCHOOL
Harper Road, London, S.E.1.
Tel. 407 6877
(1,200 girls 11 to 19 years: comprehensive)
Part time teacher of computer studies, to C.S.E. level, required for 1st January, 1976. Ability to offer some lower school maths desirable.

WOODBERRY DOWN SCHOOL
Woodberry Grove, N4 2SH
Tel. 01-800 7414
(1,300 boys and girls, 11 to 19 years: comprehensive: headmaster)
Teacher of Mathematics required January, 1976, or sooner, to G.C.E. "O" level and C.S.E., to join a very stable departmental team of nine. S.M.P. syllabus throughout the school.

MODERN LANGUAGES

Scale 1 Posts

BISHOP THOMAS GRANT SCHOOL (R.C. Secondary)
Belltrees Grove, Streatham, SW16 2HY
Tel. 01-769 3294
(1,400 boys and girls 11 to 18 years: fully comprehensive: courses lead to G.C.E. "O" and "A" Levels and C.S.E. (Headmaster)
Required for 1st January, 1976 if possible (otherwise 1st April, 1976).
A teacher for French, Scale 1. An ability to teach an additional language would be an advantage. [illegible] candidates.
Apply by letter to the Headmaster as soon as possible.

CROWN WOODS (Bil.) [illegible]
(Roll 2,300)
Riefield Road, Eltham, SE9 2QN
(Headmaster)
Required for January, or as soon as possible.
Full or part-time teacher of French or French and German to help in a mixed ability curriculum development [illegible] in the first year in addition to teaching a range of classes in other years.
[illegible]

MUSIC

Head of Department

STEPNEY GREEN SCHOOL
Ben Jonson Road, E.1
01-790 [illegible]
(900 boys: 11 to 19 years: comprehensive. Headmaster)
Courses to C.S.E., G.C.E. "O" Level and "A" Level and University Entrance.
Required as soon as possible Head of Music. Scale 5.
[illegible]

PHYSICAL EDUCATION

Scale 1 Posts

BISHOP THOMAS GRANT SCHOOL (R.C. Secondary)
Belltrees Grove, Streatham, SW16 2HY
Tel.: 01-769 3294
1,400 Boys and Girls, 11-18 years; fully comprehensive; courses lead to G.C.E. "O" and "A" levels and C.S.E. (Headmaster)
Required for 1 January, 1976, if possible (otherwise 1 April, 1976) a Master for Boys' Physical Education, Scale 1.
Preference will be given to R.C. candidates.
Apply by letter to the Headmaster as soon as possible.

ST. VERONICA'S R.C. GIRLS' SECONDARY SCHOOL
Flint Street, SE17 1QR
Roll 650: Girls, 11-18 years: Headmistress
Part-time Physical Education and Games teachers required as soon as possible. Visits to the school welcomed
Applications to the Headmistress.

TULSE HILL SCHOOL (S.B.)
Upper Tulse Hill, SW2 2RH
Telephone: 01-674 4661
Comprehensive school for 1,400 boys with a large and well established Sixth Form and full range of courses leading to C.S.E., "O" and "A" level examinations.
Required for Easter, 1976, or as soon as possible, a teacher of Physical Education (Scale 1). The school has a wide range of sports activities in addition to the Physical Education work undertaken in five gymnasia.

REMEDIAL WORK

Post of Responsibility

BEAUFOY SCHOOL (S.B.)
(Roll 1,500)
Lollard Street, SE11 6PY
Telephone: 735 3165 (Headmaster)
Remedial. Required for January, 1976. Teacher to join a team—a well organized and progressive department. Candidates should be experienced in the teaching of children with reading difficulties and sympathetic to their needs. A small group withdrawal system is in operation.
Scale 2 post available to suitable candidate.
Applicants are welcome to visit the school.

Scale 1 Post

BARNSBURY SCHOOL
Liverpool Road, N 1
Telephone. 01-607 8387
800 girls, 11-18
Required as soon as possible: part-time teacher to work in a newly-established Reading Unit. Applications from teachers with primary school experience welcome but an interest in and preferably experience of children with reading difficulties, most important. Times by arrangement.
For further details telephone the Headmistress at the school.

SCIENCE

Heads of Department

PRIORY PARK SCHOOL
Priory Grove, Lansdowne Way
SW8 2PH
(Roll 750 Girls)
Comprehensive School
(Headmistress)
Tel.: 01-622 3814
Wanted in January, 1976, or as soon as possible after that date a Biologist as Head of Science (Scale 3 Houghton). To teach to C.S.E. and G.C.E. "O" and "A" Level, and to coordinate the work of the Science Department. There is a modern laboratory in a ROSLA wing. The school is on two sites, with an Annexe at Bedford Road housing the second and third year girls.

TULSE HILL SCHOOL (SB)
Upper Tulse Hill, SW2 2RH
Tel.: 01-674 4661
(for 1,400 boys, large sixth form comprehensive)
Required Easter, 1976, or as soon as possible, a Head of Physics (Scale 3) to take charge of Physics under the overall direction of the Head of Science who is a chemist. Physics is the largest section of the Science Department, has a fine record of academic achievement at C.S.E., O level and A level and has Nuffield based courses well established at all three levels. The Science Department operates in well equipped laboratories with an excellent team of eight technicians. This post provides the opportunity for a person with energy and drive to further his professional development within the context of a well organised and committed department.

Posts of Responsibility

FULHAM GILLIATT SCHOOL
Fulham Cross, Fulham SW6 6BP
Tel. 01-381 [illegible]
(1,050 girls 11-19 years)
Comprehensive
(Headmistress)
Scale 2 Biology required for January, 1976.
A teacher of some experience to share in the teaching of the subject throughout the school to C.S.E. and G.C.E. "O" and "A" level.

RUTHERFORD SCHOOL
Penfold Street, N.W.1
(Tel. 723 2281)
(700 boys)
(Headmaster)
Wanted for January, 1976, Science teacher to teach Physics and, or Chemistry up to "O" level and to share in general science teaching. Nuffield combined science is taught to lower forms. Well equipped laboratories fully staffed with technicians. Scale 2 post for suitable qualifications and experience. Social priority allowance payable. Further details and application forms available from Headmaster.

Scale 1 Post

ST. MICHAEL'S R.C. SCHOOL
John Felton Road, SE16 4UN (SM)
(Roll 620)
Tel.: 01-237 6312
The school is within easy reach London Bridge station and qualifies for daily assisted travel where applicable.
Required January, 1976, Master/Mistress for Nuffield Combined Science in Lower School and willing to help with examination classes taking one or more of the following disciplines: physics, chemistry and biology. Scale post available for suitable applicant.
Please apply to the Headmistress.

SOCIAL SCIENCE

Scale 1 Post

HACKNEY DOWNS (S.B.)
(Roll, 980; comprehensive)
Downs Park Road, E5 8NP
(Tel.: 985 8886)
Required for January, or as soon as possible after, a teacher to join a well-established Social Studies department: the vacancy is an unexpected one due to a promotion. The department offers Mode 3 C.S.E. in Social Studies, well-organized and developed community work, "O" and "A" level Sociology and is playing a full part in developing a lower school integrated humanities curriculum. Although it is hoped to appoint on a permanent basis, the post could be open to Applicants able to teach here for two terms only. An interest in any one of the following additional subjects would be an advantage: English, Geography, Music, Careers or Games. Applicants are welcome to visit the school by telephone appointment.

TECHNICAL STUDIES

Scale 1 Post

BISHOP THOMAS GRANT SCHOOL (R.C. SECONDARY)
Belltrees Grove, Streatham
SW16 2HY
(1,400 boys and girls; 11 to 18 years; fully comprehensive, courses lead to G.C.E. "O" and "A" levels and C.S.E.; headmaster)
Required for January 1, 1976, if possible (otherwise April 1, 1976).
A teacher for Woodwork, Scale 1. A Scale 2 post may be available for a well-qualified, experienced candidate. Preference will be given to R.C. candidates.
Apply by letter to the Headmaster as soon as possible.

OTHER POSTS

Posts of Responsibility

LADBROKE SCHOOL
St. Marks Road, London W10 6NN
(Tel.: 01-960 0326)
(800 girls: 11 to 18 years: comprehensive: headmistress)
Year Mistress required: Scale 3, for January 1, 1976. Candidates offering one of the following subjects: English, Mathematics or Humanities will be favourably considered.

PECKHAM MANOR SCHOOL
Peckham Road, Peckham, London SE15 5LP
Tel.: 01-703 9091
(1,100 boys: 11 to 18 years: comprehensive: headmaster)
Second-in-charge of the Integrated Studies Department, required in January (Scale 2). A teacher is sought with the drive and ability to help in the creation and development of a two-year course involving the English, Geography and History departments

PRIMARY SCHOOLS

Post of Responsibility

CAMELOT INFANTS' AND NURSERY SCHOOL
Bird in Bush Road, S.E.15
with a very friendly and cheerful staff, requires as soon as possible an experienced infant class teacher, Scale 1, with responsibility for Music throughout the school. Opportunity to develop own interests and musical talents. Vacancy due to promotion.

NETLEY (J.M. & I.)
30 William Road, Camden, N.W.1
Tel.: 01-387 6601
We need a good, experienced, Nursery teacher as soon as possible after Christmas for our full-time class of 30 children. Scale 2 post and SPA. Visits welcomed.

Scale 1 Posts

FALCONBROOK JUNIOR SCHOOL
Wye Street, Battersea,
London, S.W.11
Tel.: 01-228 0803
Headmaster
A Teacher required to work with 2nd year junior team. Times to be mutually arranged—visits welcome.

TORRIANO JUNIOR SCHOOL
Torriano Avenue, NW5 2SJ
Tel.: 01-485 4270
(Headmistress)
Required as soon as possible experienced teacher (0.5) for General Subjects. Friendly School. Visits and telephone enquiries welcome.

WOODBERRY DOWN J.M. SCHOOL
Woodberry Grove N4 1SY
Tel. 01-800 2161
Scale 2 post available for experienced class teacher to be responsible for AVA Media Resources. Please telephone Headmaster for further details.

SPECIAL EDUCATION

BOARDING SCHOOLS

SHAWCROFT SCHOOL
Crockenhill Road, St. Mary Cray, Kent BR5 4ES
(Tel. 66 31560)
(New purpose-built boarding school for 50 secondary maladjusted boys)
Applications invited from teachers with some previous experience to to teach either General Subjects or Craft (Woodwork, Metalwork, Technical Drawing) or a combination.
Excellent opportunity for an enthusiastic teacher to join a developing and very positive boarding school. £720 p.a. non-superannuable allowance for 15 hours a week (average in term time) approved extraneous duties. Scale 1 and second-tier London allowance (£267 p.a.) and special schools addition. The post as advertised is non-resident, but accommodation may become available. Enquiries and visits are welcomed by the Headmaster.
Application forms from and returnable to him as soon as possible.

DROMENAGH SCHOOL
Seven Hills Road, Iver Heath, Bucks
(34 primary maladjusted boys: Headmaster)
Required for January Easter, 1976: teacher, Scale 2(S), for craft throughout the school. Vacancy due to promotion of present holder. Well equipped craft room including woodworking machinery. Applicants should be talented in general crafts. Some experience with maladjusted boys is desirable though not essential. "Fringe" London Allowance £141 p.a. £720 p.a. non-superannuable allowance for 15 hours a week (average in term time) approved extraneous duties. Unfurnished three-bedroom house in Iver Heath available at net charge of £1.17 p.a.
Application forms from, and returnable by 21 November, to the Headmaster (telephone Denham 2184), who would welcome visits by arrangement.

DAY SCHOOLS

ICKBURGH SCHOOL
Ickburgh Road, E 5
Wanted at this school for E.S.N. (S) a Second Master to be paid on Deputy Head salary scale for Group 8S. This is a newly designated post and the man appointed will have the opportunity to develop the curriculum throughout the school with regard to the special needs of each child. Ickburgh School is a large modern building and includes two off-site annexes. Ickburgh caters for children from two to 16 years of age and many have additional handicaps. Please telephone the Headmistress to arrange a visit. 01-806 4638

OTHER APPOINTMENTS

SOUTHVALE RECEPTION CENTRE (LAMBETH)
Linton Grove, S.E.27
Tel. 01-670 0120
Required from January, 1976, Teacher in charge. Salary Scale 3, of a tuition unit (team of three teachers) within Southvale Reception Centre belonging to the London Borough of Lambeth. The tuition unit provides education for children of varying ages temporarily away from home in care and being assessed for future placement. Previous successful teaching experience with unsettled and difficult children, ability to co-ordinate the work of the teaching team and to co-operate with residential staff, essential.
Application forms from the Education Officer EO TS5, County Hall, SE1 7PB (Tel. 01-633 2142) to be returned within 14 days of this advertisement.

TUITION GROUP AT ST. BARTHOLOMEW'S HOSPITAL
London, E.C.1.
Required as soon as possible a qualified and experienced teacher to work five sessions each week in the above hospital. The teaching is varied and interesting and calls for flexibility and initiative. Good primary school experience would be valuable. Applications from the Education Officer, EO/TS5, County Hall, London SE1 7PB, to be returned within 14 days of this advertisement.

OTHER APPOINTMENTS

CRAFT & TECHNICAL STUDIES SPECIAL STAFF
Applications are invited from qualified experienced teachers of woodwork, metalwork and technical drawing for appointment from 1 September, 1976, earlier if possible, to the panel of special staff for Craft and Technical Studies. This work is mainly teaching, but duties may include supervising workshops in various secondary establishments, advising on equipment and filling emergency vacancies. It is hoped that the teachers appointed will offer special expertise on one or more areas of work. Travelling expenses actually and necessarily incurred within the area of the Inner London Education Authority will be paid.
Salary Scale [illegible] £3,708-£5,268 inclusive of London allowance.
Application forms and further details obtainable from The Education Officer, TS2, Room 67, The County Hall, London SE1 7PB, and returnable within 14 days of the publication of this advertisement.

SECONDARY
Music
continued

Scale 1 Posts

BOURNEMOUTH BH4 9NJ
TALBOT HEATH
Required September, 1976
Young Woman G.R.S.M.
Piano, must be competent to
Grade VIII instrumental
Senior Choir. Third in
department of three full-
17 part-time staff. Class
including Junior Choir;
to "O" level. Interest
paratory age 8-10. Scale 1
resident. Three-stream Direct
school for girls, phasing to
pendent. Church of England
foundation.
Please apply with full particulars to Headmistress.

BRENT
(London Borough of)
WILLIAM GLADSTONE HIGH (MIXED) SCHOOL
Parkside, N.W.2
This new sixth-form entry comprehensive school opened in September 1974, with only a first year intake, and now has a second year intake. It is supplied with most modern equipment and specialized accommodation in all departments. The school is situated in very pleasant surroundings and comprises a main three-storey block, sports hall, large playing field and self-contained staff area. Further development is planned, i.e. sixth form block and community centre. Qualities of enthusiasm and energy will be expected in the successful candidate, who will be instrumental in helping to build up a complete school.
Required in January:
TEACHER of MUSIC within a skills department Scale 1 or 2 for suitably experienced applicant. The school is a pilot school for Schools' Council Music Project. Facilities include: purpose-built music room with two practice rooms and a wide variety of instruments. There are five peripatetic instrumental teachers. Qualities of enthusiasm and interest in choral work desirable. Candidates should be interested and able to carry out work for the Schools' Council project. Ability to organize the choir and the beginning of a wind band an advantage. The emphasis so far has been on creative and practical music-making. Vacancy due to promotion.
The London allowance of £ per annum is payable and there is a scheme for assistance with removal expenses, including legal fees etc., travelling and lodging allowances. Candidates should apply by letter to the Head of the school within seven days, giving age, present post, qualifications, experience and references.

CALDERDALE
(Metropolitan Borough of)
EDUCATION DEPARTMENT
HALIFAX CATHOLIC HIGH SCHOOL
Holdsworth Road, Holmfield
Halifax, HX2 9TL
(1,350 on roll)
Required from 1st January 1976
MUSIC TEACHER to share in work of the Department. Scale 1. Interest in orchestral work an advantage. A temporary post for two terms will be considered.
Application forms available on receipt of a stamped addressed foolscap envelope, from the Headmaster, to whom completed forms should be returned as soon as possible.

DONCASTER
METROPOLITAN BOROUGH COUNCIL
EDUCATION COMMITTEE
MEXBOROUGH SCHOOL
Maple Road, Mexborough
Doncaster
Telephone: Mexborough 2109
Required for January 1976, or as soon as possible after, TEACHER (Scale 1) to teach Music throughout the whole school and Sixth Form College.
The school has a good choir and large orchestra. There are two Musicians at present on the staff whose personal interest lies much in the direction of choral work and it is hoped, therefore, to appoint a person who would be particularly keen to continue to develop instrumental music. The school has the assistance of a team of peripatetic music teachers for individual instruments. The school is a newly-established Comprehensive School formed by the amalgamation of Mexborough Grammar School and Mexborough Secondary School, organised as a Sixth Form College.
Letters of application to the Headmaster, Mexborough School, Maple Road, giving curriculum vitae and names of two referees.

ENFIELD
(London Borough of)
ST. IGNATIUS COLLEGE
(Upper School)
Turkey Street, Enfield
Middlesex, EN1 4NP
(Voluntary-aided independent comprehensive six-form entry for boys conducted by the Jesuit Fathers)
(Group 11; Houghton)
Required as soon as possible MUSIC TUTOR for Cello and Double Bass. Hours and fees by arrangement.
Applications with the names of two referees direct to the Headmaster.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
DARTFORD TECHNICAL HIGH SCHOOL FOR BOYS
Wilmington Hall, Wilmington
Dartford DA2 7DA, Kent
Headmaster, J. D. Edgell, B.Sc., F.I.M.A.
Selective school for 800 boys aged 11 to 18-plus
The school occupies modern buildings in rural surroundings on the edge of London. Fringe Allowance is payable.
Required in January a part-time TEACHER of MUSIC to teach up to Ordinary level for equivalent of four or five half-days a week.
Letters of application giving curriculum vitae and names and addresses of two referees should be sent to the Headmaster from whom further details are available. November 24th for application.

ASHFORD DIVISION
TENTERDEN HOMEWOOD SCHOOL
1020. Boys and Girls
MASTER or MISTRESS to teach MUSIC throughout the school. Applications to Headmaster at the school.

LONDON, N.16
OUR LADY'S CONVENT HIGH SCHOOL
6-16 Amhurst Park N16 5AF
Required as soon as possible for a two-form entry voluntary aided girls' grammar school, a MUSIC TEACHER to teach singing throughout the school for two days a week, Tuesdays and Thursdays.
Apply in writing with the Headmistress giving curriculum vitae and two referees.

SOUTH YORKSHIRE
C.E. HIGH SCHOOL
Drive, Harrogate
Comprehensive, 1,100 pupils.
for January, 1976
MASTER / MISTRESS
MUSIC throughout the school.
A temporary appointment for two terms considered.
Applications by letter with full curriculum vitae and the names of referees to the Headmaster, at school, as soon as possible.

OLDHAM
(Metropolitan Borough of)
EDUCATION COMMITTEE
OUR LADY'S R.C. SECONDARY SCHOOL
Street, Royton, Oldham
for January 1976 at this mixed Secondary Modern Scale 1 TEACHER of MUSIC throughout the school. Excellent facilities available in separate Pursuits building.
and foolscap stamped addressed envelope for application form to Director of Education, Education Office, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP returnable to the Head at the school as soon as possible.

SHEFFIELD
EDUCATION COMMITTEE
ASCEYDALE GRANGE SCHOOL
Road, Sheffield, S7 2GU
11-18 Comprehensive
Required for the commencement of the Summer Term, 1976, or earlier if possible, a TEACHER of MUSIC to share the teaching of the subject with the Head of Department. For suitably qualified and experienced candidate the post would carry a Scale
Application forms may be obtained from the Head Teacher to whom they should be returned as soon as possible.

SUFFOLK
COUNTY COUNCIL
MANOR SCHOOL
in a rural setting east of in the Stour Valley, Upper School education pupils aged 13 to 18.
for January, 1976, or as soon as possible thereafter, SPECIALIST (Scale 1) to the subject to C.S.E., "O" and "A" levels.
School house may be available, and the local housing authority prepared to give special consideration to the provision of housing for teachers.
Further details and application forms obtainable (stamped addressed envelope, please) from the Headmaster.

Pastoral

Heads of Department

COVENTRY
(City of)
BABLAKE'S HILL MIXED COMPREHENSIVE SCHOOL
(670 on roll, 150 in 6th Form)
Formerly girls' grammar school, co-educational all ability 1st year intake from September 1975.
Required Easter or September 1976, HEAD OF SIXTH YEAR, Scale 4
Experienced teacher with interest in pastoral care required to coordinate guidance and activities for a large all girls' Sixth Form. Applicants should state teaching subjects.
Further details available from the Headmistress.
Closing date 10 days after appearance of advertisement.
Apply by letter enclosing curriculum vitae and names and addresses of two educational referees to the Headmistress at the school, Radford Road, Coventry CV1 4BU.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
REDDEN COURT PARK SCHOOL
(11-16: coeducational)
Gidea Park, Romford RM3 7BJ
Required summer term, 1976:
Experienced and enthusiastic TUTOR to assume responsibility for pastoral care and academic oversight of first year pupils. The post offers considerable scope for contact with parents and contributory primary schools. Vacancy due to promotion. Scale 3 post available. Sixth teaching subjects (combinations of Mathematics, English, social studies preferred).
There is a scheme for removal expenses.
Letters of application to Headmaster, quoting two referees.

HAMPSHIRE

NORTH-EAST AREA

THE WAVELL SCHOOL

Lynchford Road, Farnborough
Hampshire
Comprehensive Mixed 11-16
(800 on roll)
HEAD of YEAR (Scale 3) required as soon as possible. Previous holder appointed to Deputy Headship.
Successful applicant to have responsibility for the welfare and administration of a year group of 180 pupils, and be part of the school management team.
An ability to teach Mathematics (S.M.P.) some advantage.
Please write to the School containing full curriculum vitae together with names and addresses of two educational referees. Further details obtainable from the Head. Assistance with removal expenses in approved cases.

LEICESTERSHIRE

LEYSLAND HIGH SCHOOL
Winchester Road, Countesthorpe, Leicester.
(Roll: 600)
In the Leicestershire Plan for the organisation of secondary education:
HIGH 11 to 14
HEAD of YEAR.
Scale 3.
Required April, Experienced TEACHER for important pastoral post.
Apply (no forms) with full particulars and names and addresses of two referees to the Head from whom further details can be obtained.

SANDWELL
(Metropolitan Borough of)
CHURCHFIELDS HIGH SCHOOL
Church Vale, West Bromwich, West Midlands
(11 to 18 fully developed, purpose-built, mixed comprehensive school of 1,700 pupils on 36 acres Green Belt site, one mile from M1, 5/6 motorway interchange)
Applications are invited for summer term, 1976, for the post of HEAD of HOUSE. Burnham Scale 4.
The present holder is one of the five Housemasters / Housemistresses responsible, in each of their Houses, for the overall welfare and progress through the school of pupils between the ages of 11 to 16. (The sixth form is separately organised.)
The man or woman appointed would be expected to bring substantial and successful classroom experience to teaching within his/her own subject area as well as to the pastoral leadership of the House.
Further details of this post and information about the school, together with forms of application, available upon request to the Head Teacher.

Other Posts on Scale 2 and above

MERTON
(London Borough of)
EDUCATION COMMITTEE
PELHAM (MIXED) HIGH SCHOOL
Southey Road, SW19 1NU
Headmaster: Mr. B. Moore, B.A.
(age range: 13-18 years)
YEAR TEACHER required for April, 1976, to take charge of the Fifth year. A major portion of the teaching commitment could either be in the English or French Departments. Scale 3 for suitable applicant.
London Allowance £351. Mortgage facilities—legal expenses up to £300 and assistance towards removal expenses will all be considered where appropriate.
Application forms available from the Headmaster to whom they should be returned by 28th November, 1975.

MERTON
(London Borough of)
EDUCATION COMMITTEE
PELHAM (MIXED) HIGH SCHOOL
Southey Road, SW19 1NU
Headmaster: Mr. B. Moore, B.A.
(age range: 13-18 years)
ASSISTANT YEAR TEACHER required for April, 1976. A major portion of the teaching commitment could either be in the French or English departments. Scale 2 for suitable applicant.
London Allowance £351. Mortgage facilities—legal expenses up to £300 and assistance towards removal expenses will all be considered where appropriate.
Application forms available from the Headmaster to whom they should be returned by 28th November, 1975.

Physical Education

Heads of Department

COVENTRY (City of)
BABLAKE'S HILL MIXED COMPREHENSIVE SCHOOL
(670 on roll, 150 in sixth form)
Formerly girls' Grammar School, coeducational all ability first year intake from September 1975.
Required Easter or September 1976, HEAD of GIRLS' PHYSICAL EDUCATION, Scale 3.
Experienced TEACHER required to take responsibility for wide range of girls' sporting activities in a developing school. Present facilities to be extended. Interest in Hockey desirable.
Further details available from the Headmistress, if required.
Closing date 10 days after appearance of advertisement.
Apply by letter, enclosing curriculum vitae, and names and addresses of two education referees to the Headmistress at the school, Radford Road, Coventry, CV1 4BU.

DUDLEY

METROPOLITAN BOROUGH

THE MONS HILL SCHOOL
111 Wren's Hill Road, Dudley
West Midlands DY1 3SB
(12-16+ co-educational comprehensive: 875 on roll)

Required for January 1976, or as soon as possible thereafter, HEAD of GIRLS' PHYSICAL EDUCATION / GAMES (Scale 2).
Further details and application forms from the Headmaster.

HAMPSHIRE

SOUTH-EAST AREA

HORNDEAN SCHOOL

Barton Cross, Horndean, Hants.
New, purpose built comprehensive school opened 1970 in pleasant countryside. Mixed. 11-18. Number on roll 1,320.
Required as soon as possible
HEAD of BOYS' P.E., Scale 3. Facilities include Gymnasium, Sportshall and 20 acres of playing fields on site. The school has already earned a good reputation for a wide range of activities. Ample opportunity for initiative and responsibility.

Application by letter to the Head, giving details of qualifications and experience, together with the names and addresses of two education referees. Further details obtainable from the Head on receipt of stamped addressed envelope. Assistance with removal expenses in approved cases. Housing accommodation will be made available in suitable cases.

Other Posts on Scale 2 and above

HARROW
EDUCATION COMMITTEE
Applications are invited from suitably qualified TEACHERS for the following post.
HENTLEY WOOD HIGH SCHOOL FOR GIRLS
Bridges Road, Stanmore, Middx.
Telephone 01-954 3623
Required urgently for January, 1976:
AN ASSISTANT PHYSICAL EDUCATION MISTRESS to teach Modern Dance, Gymnastics and Games (Hockey, Netball, Volleyball, Tennis and Rounders) throughout the school. Fifth and Sixth Year girls are taken to the Borough's Leisure Centre. The post offers great scope for a good enthusiastic teacher. A Scale 2 allowance is available for a suitably qualified and experienced applicant.
Housing accommodation may be available in suitable cases, reasonable removal expenses reimbursed (lowest tender), lodging allowance of up to £10 per week and up to £300 towards legal and estate agent fees may be payable.
Application forms (sae) and to be returned to the Head of the school by 17th November, 1975.

HILLINGDON
(London Borough of)
EVELYNS SCHOOL
Appletree Avenue, Yiewsley
West Drayton, Middlesex UB7 8DA
(1,082 on roll—50 in sixth form)
Headmaster: Mr K. E. R. Bryant B.Sc.
Required for January 1976 enthusiastic Boys PE SPECIALIST to share in the work of the department during and after school hours. The school has full on-site facilities including a heated indoor swimming pool and its own minibus. A Scale 2 post is available for a suitably experienced teacher.
Apply in the first instance by letter to the Headmaster, giving the names and address of two referees.
London Allowance is payable.

LEICESTERSHIRE

NEW PARKS GIRLS SCHOOL
Greencoat Road, Leicester
(Roll: 790)

SECONDARY 11-16

GIRLS P.E. Scale 1 or 2 according to experience. January.
Apply (no forms) with full particulars and names and addresses of two referees to the Head from whom further details can be obtained.

LINCOLNSHIRE
ASSISTANT TEACHER—GIRLS' PHYSICAL EDUCATION
TATTERSHALL GARTREE SECONDARY SCHOOL
Butts Lane, Tattershall, Lincoln, LN4 4PN
(Group 8; No. on roll 500 plus)
EDUCATION
Scale 2 or 1.
Required for January or April, 1976. Scale 2 available for suitably qualified and experienced candidate, but applications will also be considered from less experienced TEACHERS (Scale 1). The school has an excellent all round sporting tradition, and is very well equipped. It draws from a pleasant rural catchment area and is expanding. Closing date 24th November, 1975.
Application forms from and to be returned to the Headmaster.

WILTSHIRE
DURRINGTON COMPREHENSIVE SCHOOL
Durrington, Salisbury, Wilts
SP4 8HN
(Number on Roll 1,100)
PHYSICAL EDUCATION MASTER, Scale 2, required for January, 1976. Gymnasium, Swimming Pool (heated indoor), Large Playing Fields available.
Application form and further details from Headmaster (stamped addressed envelope).

Scale 1 Posts

BUCKINGHAMSHIRE
AYLESBURY VALE DIVISION
AYLESBURY HIGH SCHOOL
Walton Road, Aylesbury
Headmistress: Miss M. S. Lambert, B.Sc.
(Girls Grammar School—710 on roll)
Required January, PHYSICAL EDUCATION TEACHER on a temporary basis, full or part-time. Possibility of a permanent appointment and of a responsibility allowance for suitable applicant. Will be required to make special contribution to Netball, Tennis and Swimming activities in addition to the general P.E. programme.
Removal expenses up to £130 payable in approved cases.
Further particulars and application form (stamped addressed envelope) from Headmistress.

CUMBRIA
EDUCATION COMMITTEE
EHENSIDE SCHOOL
Cleator
(Comprehensive: 11-16 mixed: Roll 886: Guided parental choice at 13-plus)
Required January or Easter, 1976, a TEACHER to take GIRLS' PHYSICAL EDUCATION. Please state additional subjects offered.
Application forms obtainable from R. G. Powell, Assistant Director of Education, Union Hall, Scotch Street, Whitehaven, and returnable to the Head, P. Eyre, at the school by 21 November, 1975.

DEVON
PLYMSTOCK SCHOOL
Church Road, Plymstock, Plymouth
Tel. No. Plymouth 42679
Mixed 11-18 Comprehensive School, 2,500 on roll
Required for January, MISTRESS for GIRLS P.E. and GAMES. Good facilities; vacancy due to promotion. Ability to help with other subjects an advantage but not a necessity. Scale 1.
Further details and application forms available from the Headmaster at the school (stamped addressed envelope).

HEREFORD AND WORCESTER
COUNTY COUNCIL
WASELEY HILLS HIGH SCHOOL
School Road, Rubery, Rednal
Birmingham, B45 9EL
Required for January, 1976, a woman PHYSICAL EDUCATION SPECIALIST, preferably with an interest in Drama and Netball, ability to offer English as a subsidiary subject an advantage. Scale 1 post.
Physical Education facilities include a Sports Hall, Gymnasium and extensive playing fields; a wide range of activities is offered within the Physical Education curriculum.
Waseley Hills is a mixed eight form entry comprehensive school for the age range 12 to 19 years. It is pleasantly situated in extensive grounds close to Bromsgrove and close to Access 4 of the M5 motorway.
Application forms available from and returnable to the Headmaster on receipt of a stamped addressed envelope (foolscap).

HERTFORDSHIRE
COUNTY COUNCIL

ST. ALBANS DIVISION

FRANCIS BACON SCHOOL
(Group 11)
Drakes Drive, St. Albans

MISTRESS required January for GIRLS' PHYSICAL EDUCATION, full-time or part-time.
MASTER required January for BOYS' PHYSICAL EDUCATION.
This is a five-form entry, coeducational, all-ability school. Excellent facilities in modern buildings, outdoor swimming pool and large adjacent playing field. Wide range of sporting activities. Outer fringe allowance.
Applications immediately to the Headmaster, including curriculum vitae and details of two referees.

HERTFORDSHIRE
ST. GEORGE'S SCHOOL
Harpenden.
(Group X, Co-educational, Voluntary Aided)
PHYSICAL EDUCATION MISTRESS required January. Girls' main winter game is lacrosse. Ability and interest to do some classroom teaching, preferably Humanities in the Lower School is essential. Apply Headmaster immediately with names of two referees.

HILLINGDON
(London Borough of)
BOURNE SCHOOL
Southbourne Gardens, Ruislip
Middlesex HA4 7TR
(927 on roll—62 in sixth form)
Head Teacher: Mr J. L. Stubbs M.A.
Required for January 1976 MASTER to assist with BOYS' PE AND GAMES, ability to teach HISTORY up to CSE level and/or ENGLISH essential.
Please apply by letter to the Head Teacher at the school giving the names and addresses of two referees.
London Allowance Payable.

REDBRIDGE
(London Borough of)
LOXFORD HIGH SCHOOL
Loxford Lane, Ilford, IG1 2UT
Head: R. H. M. Markarian, L.R.D., M.A., F.R.E.A.
TEACHER for BOYS' PHYSICAL EDUCATION in a department of eight, with excellent facilities, to work mainly but not exclusively with Years I-III.
Assistance with housing, removal and resettlement expenses in approved cases.
Application forms and further particulars are available from the Headmaster at the School.

CITY OF SALFORD
EDUCATION DEPARTMENT

IRLAM HIGH SCHOOL
Macdonald Road, Irlam,
Manchester M30 5LH
Tel.: 061-775 5525
(1,350 Boys and Girls)
Required from 1st January, 1976:—
ASSISTANT TEACHER — GIRLS' PHYSICAL EDUCATION. Scale 1.
Female required to teach girls' Physical Education and some Geography. Physical Education forms part of a large mixed department and a teacher with the right interests in the subject is sought. New school, two gymnasia, squash courts and sports field.
Application forms and further particulars from the Headmaster.

SANDWELL
(Metropolitan Borough of)
WILLINGSWORTH HIGH SCHOOL
Temporary post. ASSISTANT MISTRESS for PHYSICAL EDUCATION (Scale 1) required for the Spring and Summer Terms 1976.
Number on Roll 1,300
This is an 11-16 comprehensive school with 10 F.E.
The school was opened in 1957 and extensive new buildings added in 1970. The school is set in large playing fields and has a girls' and boys' gymnasium.
Application by letter to the Headteacher, Willingsworth High School, Bilston Road, Tipton, West Midlands, DY4 0BZ.

WARWICKSHIRE
EDUCATION DEPARTMENT

HARTSHILL SCHOOL
Church Road, Hartshill
(720 on roll: mixed: comprehensive)

Required January: TEACHER for GIRLS' PHYSICAL EDUCATION.
Apply by letter to the Headmaster, naming two referees. Further details available from School.

WARWICKSHIRE
EDUCATION DEPARTMENT

STRATFORD-UPON-AVON HIGH SCHOOL
Alcester Road,
Stratford-upon-Avon
(Non-Selective Mixed—1,280 on roll)

GIRLS' PHYSICAL EDUCATION Specialist. Outdoor pursuits/netball/some second subject interests desirable.
Application forms should be obtained from, and returned to, the Head at the school.

Religious Education

Other Posts on Scale 2 and above

HILLINGDON
(London Borough of)
BARNHILL COMPREHENSIVE SCHOOL
Owen Road, Hayes, Middlesex
(1,058 on roll, mixed, 79 in Sixth Form)
Headmaster, J. M. Jefford, B.Sc.
Required for January, 1976, on a temporary appointment for two terms a TEACHER of RELIGIOUS EDUCATION with some ENGLISH. The post could be a Scale 2 for a suitable candidate.
Application forms from and returnable to the Headmaster.
London Allowance payable.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Office, 88 Lampton Road
Hounslow
LAMPTON SCHOOL
Lampton Avenue, Hounslow, Middlesex
(Coeducational: Group 10: 649 pupils; sixth form 78)
Required for January, 1976, or as soon as possible thereafter: Qualified and experienced TEACHER to take charge of RELIGIOUS STUDIES throughout the school. The ability to offer an additional subject would be an advantage. A Scale 3 post is available for a suitable applicant.
Lampton School is a senior comprehensive school with fourth, fifth and sixth years. In September, 1975, 171 11-year-old pupils were admitted and the school will gradually become a five/six-form entry school with pupils aged 11 to 18 plus. It has a wide range of out-of-school activities and applicants are asked to state their interests.
The Education Committee has power to consider applications for assistance towards removal expenses from experienced teachers.
Letters of application, in the candidate's own handwriting, should be sent in the first instance to the Head Teacher at the school, giving details of qualifications and names of two referees.

Scale 1 Posts

HEREFORD AND WORCESTER
COUNTY COUNCIL
MALVERN, THE CHASE HIGH SCHOOL
Geraldine Road, Malvern, Worcs.
WR14 3NZ
(Mixed Comprehensive 1,300 pupils 11-18 years)
Required for January, 1976 if possible, (but applications will be received for May, 1976) a TEACHER for RELIGIOUS EDUCATION at all levels up to and including Fifth Year.
Application forms and further details from and returnable to the Headmaster on receipt of a stamped addressed envelope (foolscap).

Mid Glamorgan
COUNTY COUNCIL

TEACHING STAFF

CYNON VALLEY DISTRICT

SECONDARY SCHOOL

Y GADLYS, Aberdare
Teacher qualified to teach WELSH throughout the school to CSE level. Scale 1.

SPECIAL EDUCATION

Qualified teachers who have successfully pursued a one-year course in the teaching of handicapped pupils.

Applications from experienced qualified teachers without the additional qualification will be considered for temporary appointments but such teachers may not be employed for more than one year unless they undertake to attend such a course. Scale 1. Special Class Allowance of £351 and, where appropriate, a merit award, will be payable.

Application forms, to be returned by November 19, 1975, obtainable on receipt of a stamped, addressed, foolscap envelope, from the District Education Officer, District Education Office, Old Boys' Grammar School, Aberdare.

MERTHYR DISTRICT

COMPREHENSIVE SCHOOL

AFON TAF, Troedyrhiw, Merthyr Tydfil

Graduate or teacher qualified to teach MATHEMATICS, to teach pupils throughout the secondary school age and ability range. Scale 2 post.

Application forms, to be returned by November 19, 1975, obtainable on receipt of a stamped addressed foolscap envelope, from the District Education Officer, District Education Office, Pontmorlais, Merthyr Tydfil.

OGWR DISTRICT

COMPREHENSIVE SCHOOL

OGMORE
Teacher qualified to teach WELSH in the lower school. Scale 1.
Application forms, to be returned by 19th November, 1975, obtainable on receipt of a stamped addressed foolscap envelope, from the District Education Officer, District Education Office, Sunnyside, Bridgend.

RHONDDA DISTRICT

COMPREHENSIVE SCHOOL

UPPER RHONDDA, Treorchy
Teacher qualified to teach ART. An interest in Pottery would be an advantage, some sixth form work in Pottery will be available for a suitable candidate. Scale 1.

Application forms, to be returned by 19th November, 1975, obtainable on receipt of a stamped addressed foolscap envelope, from the District Education Officer, District Education Office, Crawshay Street, Ton Pentre, Rhondda.

RHYMNEY VALLEY DISTRICT

COMPREHENSIVE SCHOOLS

LEWIS GIRLS', Ystrad Mynach
Graduate or teacher qualified to teach SCIENCE or MATHEMATICS, to teach both subjects or Mathematics only. Scale 1.

RHYMNEY
(Social priority allowance payable)
Teacher qualified to teach HISTORY and GEOGRAPHY, with the ability to assist with Physical Education and Games. Scale 1.

PRIMARY SCHOOL

LOWER RHYMNEY INFANTS', Rhymney
Teacher, preferably qualified to teach in the new NURSERY UNIT. Scale 1.
Application forms, to be returned by 19th November, 1975, obtainable on receipt of a stamped addressed foolscap envelope, from the District Education Officer, District Education Offices, Ystrad Mynach, Hengoed.

TAFF ELY DISTRICT

COMPREHENSIVE SCHOOL

COED-Y-LAN, Pontypridd
(1) Teacher qualified to teach MATHEMATICS, mainly in the Middle School. Scale 1.
(2) Teacher qualified to teach GENERAL FORM SUBJECTS at lower ability levels. Scale 1.
HAWTHORN, Pontypridd
Teacher qualified to teach MUSIC and WELSH. The successful applicant will teach Music in the Upper School and Welsh in the Lower School. Scale 1. Temporary post for the Spring and Summer Terms, 1976.

Application forms to be returned by November 19, 1975, obtainable on receipt of a stamped addressed foolscap envelope, from the District Education Officer, District Education Office, Tyfica Road, Pontypridd.

J. L. BRACE,
Director of Education.

SECONDARY
Religious Education continued

OLDHAM
(Metropolitan Borough of)
EDUCATION COMMITTEE
BREEZE HILL SCHOOL
Roxbury Avenue, Oldham

Required for January 1976 at this 11-18 mixed comprehensive school. Scale 1 TEACHER of R.E. Religious Education features strongly in the curriculum of the school, with established courses leading to C.S.E. and "O" level. Social Priority Allowance payable.

Send foolscap stamped addressed envelope for application form to Director of Education, Education Offices, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP returnable to him as soon as possible.

SURREY
STANLEY PARK HIGH SCHOOL
Stanley Park Road, Carshalton
RELIGIOUS EDUCATION

Applications are invited for a TEACHER of RELIGIOUS EDUCATION for two terms only commencing January, 1976.

Religious Education in this four-form entry high school plays an important role in the curriculum and the subject is taught to C.S.E. and G.C.E. "O" level.

Application forms may be obtained from the Headmaster and returned by November 27th, 1975.

Rural Studies

Scale 1 Posts

CITY OF MANCHESTER
EDUCATION COMMITTEE
HARPURHEY HIGH SCHOOL
Church Lane, Manchester
M9 1LD

Readvertisement

Required in January or after Easter.

A TEACHER of RURAL SCIENCE. The school has two greenhouses, specialist rooms and excellent facilities. The subject is studied to G.C.E. and C.S.E. level. Examinations of the Royal Horticultural Society are sometimes taken. For a teacher with suitable qualifications and experience a Scale 2 post would be available.

Application forms and further particulars are available from the Head of the school and should be returned as soon as possible.

SOMERSET
KING ARTHUR'S SECONDARY
Wincanton
(11 to 16 mixed, 640)

For January, 1976, TEACHER to assist with RURAL STUDIES, Scale 1. Willingness to take General Science and/or some Biology an advantage.

Application forms and details from the [illegible] at the School. Closing date, 24th November.

Science

Heads of Department

CHELTENHAM
CHELTENHAM GRAMMAR SCHOOL
Princess Elizabeth Way
(Voluntary Aided)
808 boys (230 in sixth form)
Required:

HEAD of PHYSICS DEPARTMENT in January or September 1976. Scale 4 post. Nuffield Science Courses to "O" and "A" level are followed. The subject is a popular one both in the lower school and in the Sixth Form. The department has two modern well equipped Physics laboratories (a third auxiliary laboratory has recently been created) and one large preparation room.

Apply to Headmaster at above address sending one testimonial, the names of two referees and a statement of qualifications.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Office, 88 Lampton Road, Hounslow, Middlesex
LONGFORD SCHOOL
Tachbrook Road, Feltham,
TW14 9PE
Headmaster:
Mr. G. C. E. Whiddett, J.P.

Required for January, 1976 : or as soon as possible thereafter :

HEAD of BIOLOGY. Scale 3 post available to suitably qualified and experienced candidates.

Applicants must be well qualified to lead a team of three and to prepare an overseas courses leading to the C.S.E., "O" and "A" level examinations in Biology and Human Biology.

There are two well equipped laboratories with the services of a laboratory technician.

Longford School is a fully developed eight-form entry comprehensive based on a School/Counselling/House Tutorial organization with a wide variety of clubs and societies.

London Allowance £367 payable.

Closing date : 21 November, 1975.

The education committee has power to consider applications from experienced teachers for assistance towards removal, disturbance or separation expenses.

Letters of application in the first instance to the Head Teacher at the school, giving details of qualifications and names of two referees.

P. J. Lee, Director of Education.

SEFTON
(Metropolitan Borough of)
EDUCATION COMMITTEE
MEOLS COP BOYS SCHOOL
Meols Cop Road, Southport,
Merseyside PR8 6JS

Required for January 1976 if possible:

ASSISTANT TEACHER Scale 3. HEAD of SCIENCE DEPARTMENT. A well qualified and experienced teacher to be Head of Science Department, courses in "O" and C.S.E. level in Physics, Engineering Science and Rural Science. A particular interest in Engineering Science will be an advantage.

Closing date 26th November, 1975.

Application forms and further details are available from the Headmaster of the school.

Other Posts on Scale 2 and above

DORSET
KEMP WELCH SCHOOL
Herbert Avenue, Parkstone, Poole (1,330 pupils, aged 12 to 16)

Required April, 1976, or September, 1976, SCIENCE TEACHER (Scale 2) as SECOND-IN-CHARGE of DEPARTMENT. Integrated Science taught in the first two years, leading to C.S.E. and 'O' level. The successful applicant will be required to teach throughout the school and offer Physics and/or Biology to C.S.E. and "O" level. Assistance with removal and legal expenses.

Write or telephone the school for application form. Please send stamped addressed envelope. Telephone Parkstone 740760.

ESSEX
COUNTY COUNCIL

Generous removal, lodging and disturbance allowances payable, and details of the availability of housing and nursery education can be obtained at the time of application.

WILLIAM EDWARDS SCHOOL
(Roll: 1,100)
Stifford Clays Road, Grays
Telephone Grays Thurrock 79871
SCIENCE

Required for January if possible: Scale 2, to join a well established department with six laboratories and a lecture theatre and to undertake responsibility for the teaching of Physics throughout the school and generally to contribute to the overall work of the department.

London fringe allowance of £141 per annum is payable and the possibility of some sixth form teaching exists.

William Edwards School (comprehensive 11 to 16) is a school growing from six form entry to eight form entry with purpose built accommodation under construction situated at the northern extremity of Grays adjoining green belt land and serving a mixed area of private and council housing plus the villages of Horndon and Orsett.

Apply by letter to the Headmaster.

HEREFORD AND WORCESTER
COUNTY COUNCIL
WORCESTER, PERDISWELL SECONDARY SCHOOL
Bilford Road, Worcester WR3 8QA

Required for January, 1976, or as soon as possible afterwards:

An experienced ASSISTANT TEACHER for SCIENCE (Scale 2) with the emphasis on Biology, to join the Faculty of Environmental Studies. This is a new school which opened in September, 1974.

Closing date 21st November, 1975.

Application forms available from and returnable to the Headmaster on receipt of a stamped addressed envelope (foolscap).

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
DARTFORD TECHNICAL HIGH SCHOOL FOR BOYS
Wilmington Hall, Wilmington, Dartford DA2 7DA, Kent
Headmaster, J. D. Edgeler, B.Sc., F.I.M.A.

(Selective school for 600 boys, ages 11 to 18 plus. The school occupies modern buildings in rural surroundings and Outer London Fringe Allowance is payable)

Required for January or April, 1976, a TEACHER of SCIENCE, mainly CHEMISTRY. Chemistry is taught throughout the school up to Advanced level and Nuffield syllabuses are followed.

Scale 2 post available to suitable candidate.

Letters of application, giving curriculum vitae and names and addresses of two referees should be sent to the Headmaster from whom further details are available.

Closing date: November 21, 1975.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

Applications are invited from suitably QUALIFIED TEACHERS for the following post:—

MAGNUS GRAMMAR SCHOOL
Earp Avenue, Newark,
Nottinghamshire NG24 4AB
Acting Headmaster: J. T. Potter, B.Sc.
Boys: 560 (11 to 18, Sixth Form 97).

For January, or as soon as possible thereafter, BIOLOGY—up to and including G.C.E. "O" level with the possibility of "A" level work for a suitably qualified candidate. Scale 1 or 2 depending on qualifications and previous experience. Please state other interests and any subsidiary teaching subjects.

Applications (no forms) to the Acting Headmaster, with names of two referees, as soon as possible.

SUFFOLK
COUNTY COUNCIL
THURLESTON SECONDARY SCHOOL
(Roll, 776; mixed: 11 to 16)
Defoe Road, Ipswich
Headmaster, P. G. Granville

Appointment of DEPUTY HEAD of SCIENCE DEPARTMENT (Scale 2).

For January, 1976, or as soon as possible thereafter, for department housed in new buildings.

Forms and details from Headmaster.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
THORNES HOUSE SCHOOL
Wakefield WF2 8PW

Required for January, 1976, or as soon as possible thereafter, a TEACHER of BIOLOGY (Scale 1 or Scale 2).

Please apply by letter to the Headmaster of the School giving details of qualifications and experience and the names and addresses of referees.

WILTSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
HIGHWORTH COMPREHENSIVE SCHOOL
Highworth, Near Swindon
(Number on Roll: 800 mixed)

ASSISTANT HEAD of SCIENCE DEPARTMENT. Scale 3 post.

Required for April, 1976, an Assistant Head of Science, man or woman, to teach Biology and Physics to pupils aged 11-16 and to assist in organising and running the department.

The school will expand from its present roll of 800 to approximately 900 pupils and will develop a Sixth Form when numbers justify this development.

Highworth is a pleasant and growing country town about five miles north of Swindon, on the edge of the Cotswolds and only five miles from the Thames at Lechlade.

Send a stamped addressed envelope to the Headmaster for further information and an application form.

Scale 1 Posts

AVON COUNTY
BROADOAK SCHOOL
Weston-super-Mare
(1,600 mixed; 300 in Sixth)

Required in January, temporary or permanent TEACHER of CHEMISTRY at all levels.

Applications to the Head with full personal details and the names of two referees. Further information will be provided on receipt of a stamped addressed foolscap envelope.

BROMLEY
(London Borough of)

Subject to certain conditions, removal and storage expenses, disturbance allowances and grants towards legal costs are payable to teaching staff appointed from outside the London area.

THE RAMSDEN SCHOOL FOR BOYS
Gillmans Road, Orpington, Kent
Sixth Form Entry Comprehensive
Headmaster: D. A. Davies, B.Sc.

Required in January 1976 MASTER or MISTRESS to teach CHEMISTRY in a rapidly expanding department which runs courses leading to C.S.E., "O" and "A" level and is preparing courses leading to C.E.E. in the Sixth Form. This post would suit a teacher new to the profession. He would be expected to teach some physical science in the junior school and, although not essential, it is hoped that he would be willing to participate in extra curricula activities.

The school is housed in modern buildings on an attractive site shared with The Ramsden School for Girls. The Joint Sixth Form of 150 boys and girls offers a wide range of "O" and "A" level courses.

Please apply immediately to the Headmaster at the school. Telephone: Orpington 31078.

RAVENSBOURNE SCHOOL FOR BOYS
Hayes Lane, Bromley, Kent
BR2 9EH
(1,060 boys, 170 in Sixth Form)

An ASSISTANT MASTER or MISTRESS is required for January 1976 to teach PHYSICS throughout the school to C.S.E., Ordinary and Advanced levels. For a suitably qualified and experienced teacher a graded post is available, but applications from newly qualified graduates will be welcomed.

Subject to certain conditions, removal and storage expenses, disturbance allowances and grants towards legal costs are payable to teaching staff appointed from outside the London area.

Letters of application (no forms) including copies of available testimonials and the names of two referees should be sent to the Headmaster as soon as possible.

CALDERDALE
HIPPERHOLME GRAMMAR SCHOOL
Near Halifax
(Aided: 408 boys)

Required in January, MASTER to teach PHYSICS to Advanced Level.

Apply to Headmaster with names of two referees.

DERBYSHIRE
EDUCATION COMMITTEE
ST. HELENA SCHOOL
Sheffield Road, Chesterfield
S41 7LN

For January, or as soon as possible afterwards, ASSISTANT MASTER or MISTRESS to teach BIOLOGY throughout the School to "O" and "A" Level. School is being reorganized as a Senior High School (13 to 18). May be permanent or temporary appointment.

Letters of application, with curriculum vitae and the names of two referees, to the Headteacher at the School as soon as possible.

DEVON
BURLEIGH SECONDARY SCHOOL
Burleigh Lane, Plymouth
(Mixed 523 on roll)

Required January, 1976, for a temporary or permanent appointment, a SCIENCE TEACHER for 11 to 16 age range. Examination work available. Special interest Chemistry and/or Combined Science an advantage. Scale 1.

Application forms (stamped, addressed envelope) from Headmaster to whom completed forms should be returned as quickly as possible.

DEVON
SOUTHWAY SCHOOL
Rockfield Avenue, Southway,
Plymouth
(Comprehensive. Co-educational: 1,611 on roll)

Required for January, a well qualified, enthusiastic TEACHER for CHEMISTRY with some PHYSICS, also INTEGRATED SCIENCE with the first and second years. Well equipped modern laboratories, Scale 1.

Application forms (stamped addressed envelope) from Headmaster to whom completed forms should be returned as soon as possible.

EALING
(London Borough)
EDUCATION SERVICE
WALFORD HIGH SCHOOL
Bengarth Road, Northolt, Middlesex
Tel.: 01-845 [illegible]

Required from January or April, 1976, a TEACHER of BIOLOGY.

The school (1,500 boys and girls: 12 to 18 years) is on one site in modern buildings with excellent facilities. These include first class laboratory accommodation. Biology is taught to C.S.E., "O" and "A" levels.

London Allowance of £351.

In appropriate cases, subject to conditions, assistance may be granted and legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.

Application forms from Headmaster of the school (stamped addressed envelope, please) to be returned as soon as possible.

ESSEX
COUNTY COUNCIL

Generous removal, lodging and disturbance allowances payable, and details of the availability of housing and nursery education can be obtained at the time of application.

HASSENBROOK COMPREHENSIVE SCHOOL
(Roll: 1,218)
Hassenbrook Road, Stanford-le-Hope
Tel: Stanford-le-Hope 71560/7/8.
SCIENCE

To join department of six teaching to "O" level and C.S.E. Well-equipped laboratories.

London Fringe Allowance of £141 per annum.

Applications by letter to the Headmaster. Please include brief details of qualifications, experience, interests and the names and addresses of two referees. Further information regarding post, school and area will be forwarded to applicants.

THE KING JOHN SCHOOL
(Roll: 1,540 mixed)
Shipwrights Drive, Thundersley,
Benfleet
Tel: Southend-on-Sea 558 284
SOCIAL SCIENCE

Required January, MASTER or MISTRESS for Social Science. Economics and Sociology well established in the upper school, with opportunity for G.C.E. and C.S.E. work. Willingness to share in the Humanities Programme in either the first or second year preliminary to the introduction of Social Science in year 3 would be a recommendation.

Application forms and further particulars may be obtained from the Head of the school, to whom completed application forms should be returned.

GLOUCESTERSHIRE

Wanted as soon as possible, ASSISTANT MASTER to teach RURAL SCIENCE and some MATHEMATICS.

Applications to The Headmaster, Abenhall School (Mitcheldean), Gloucestershire.

HAMPSHIRE

GOSPORT/FAREHAM AREA

FAREHAM PARK SCHOOL

Hillson Drive, Fareham
PO15 6PH
(11 to 16 comprehensive mixed, 717 on roll)

SCIENCE TEACHER (specialism unimportant) to join team teaching Integrated Science course throughout school. SCISP and "O" level mode 3 in fourth and fifth year.

School opened September, 1972 with first year youngsters only and has now reached its fourth year.

Please write to the school, giving curriculum vitae and the names and addresses of two educational referees. Further details obtainable from the Head. Assistance with removal expenses in approved cases.

HERTFORDSHIRE
COUNTY COUNCIL
QUEENS' SCHOOL
Bushey

A TEACHER for CHEMISTRY required for January, 1976, in this mixed comprehensive school of 1,300 pupils with a large sixth form. Advanced level work is available for a suitable candidate. Nuffield chemistry is taught throughout.

London Allowance of £141 is payable.

Applications by letter to the Headmaster, with names and addresses of two referees.

HERTFORDSHIRE
COUNTY COUNCIL
DACORUM DIVISION
HEMEL HEMPSTEAD SCHOOL
Heath Lane, Hemel Hempstead
(824 mixed, 180 in Sixth Form)

BIOLOGY GRADUATE needed in January, 1976, to teach at all levels including JUNIOR SCIENCE and "A" and "S" level. Well established courses and generous lab and prep room provision.

Apply in writing, no forms, to The Headmaster.

HILLINGDON
(London Borough of)
TOWNFIELD SCHOOL
Central Avenue, Hayes, Middlesex
UB3 2DD
Head Teacher, R. P. Warren, B.Sc.
Physics/General Science

Required for January 1976, an ASSISTANT MASTER or MISTRESS (Scale 1) to teach Physics to [illegible] 4/5 and General Science/[illegible] Science in years 1/3. The [illegible] could be adapted for a [illegible] with a special interest in Applied Physical Sciences. The Science Department is a large [illegible] forward looking department with well developed C.S.E. Mode 3 [illegible] Mode 1 Courses, "O" level and "A" level G.C.E. Courses. The post would offer good experience for a younger member of the profession.

Please apply by letter to the Headmaster at the school giving the names and addresses of two referees.

London Allowance payable.

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
HAVELOCK SCHOOL
Holyoake Road, Grimsby
Headmaster: Mr. T. E. Ad[illegible]
B.A.
No. on Roll 1,200

Required for January, 1976, TEACHER of PHYSICS to teach Nuffield 16 plus and "A" level standards, and combined science in lower school. Good laboratory conditions. A temporary, [illegible] appointment would be considered.

Applications should be made by letter to the Headmaster at the school giving full curriculum [illegible] and the names and addresses of [illegible] referees.

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
THE WALTHAM TOLL BAR SCHOOL
New Waltham, near Grimsby
(Roll 1,600: 11 to 18 years)
Headmaster: I. K. Drake, M.A., F.R.G.S.
Required January, 1976:—
TEACHER of SCIENCE

This is a developing comprehensive school in a very modern purpose-built premises in a rural [illegible] surrounded by open fields [illegible] serves the delightful area from Lincolnshire Wolds to the [illegible] Coast.

The Science Department is [illegible] well established in its new modern block. Nuffield Combined Science is taught in the first [illegible] years and the separate [illegible] from the third year. [illegible] with industrial experience will be considered.

Enthusiasm and a willingness to play a full part in an [illegible] school are sought.

Application forms and further details obtainable from the Headmaster at the school, to whom they should be returned as soon as possible.

ILFORD
(London Borough of Redbridge)
URSULINE HIGH SCHOOL
Required January:—
MISTRESS for Junior [illegible] SCIENCE and O level BIOLOGY.
London Burnham Scale.

Apply with curriculum vitae and names and addresses of two [illegible] to Headmistress.

IPSWICH (near)
ROYAL HOSPITAL SCHOOL
Holbrook

Direct Grant Boarding School for boys, all sons of seafarers. Grammar School streams to "A" level and three Secondary Modern streams.

Required for 1st April, 1976 GRADUATE ASSISTANT MASTER who is capable of teaching CHEMISTRY at all levels from C.S.E. to G.C.E. "A" level, preferably with Nuffield "A" level teaching experience.

A reasonably young man, genuinely interested in participating fully in the life and activities of this large Boarding School is [illegible] for this appointment. A temporary appointment for one term will be considered.

DES Scale 1 for suitably qualified candidate with Boarding Allowance [illegible].

For married man, cash emolument of £540 p.a. and good [illegible] bedroomed house at present rent [illegible] £182 p.a. (plus rates and lights [illegible]) (Emoluments and [illegible] review.)

For bachelor, £340 p.a. plus free furnished accommodation [illegible] free board and free laundry during school terms.

Further particulars and forms of application (please enclose stamped addressed foolscap envelope) from Headmaster, Royal Hospital School, Ipswich IP9 2RX, to whom completed applications should be returned as soon as possible and not later than 30th November, 1975.

SURREY COUNTY COUNCIL

- FRINGE AREA LONDON ALLOWANCE £141 p.a. THROUGHOUT THE COUNTY.
- Generous relocation expenses in approved cases.
- Some District Councils may be able to provide housing accommodation for teachers.
- All vacancies are for January unless otherwise stated.

POSTS OF RESPONSIBILITY

COMPREHENSIVE

CATERHAM, DE STAFFORD COUNTY SECONDARY
MATHEMATICS. Master/Mistress. Examination work available. Scale 2 post for suitably qualified and experienced candidate. Telephone : Caterham 42627.

HORLEY COUNTY SECONDARY
BOYS' TECHNICAL STUDIES. Master. Scale 2 for suitable applicant. Telephone : Horley 6383.

GRAMMAR

EPSOM, ROSEBERY COUNTY GIRLS (820)
CLASSICS. Graduate Master/Mistress to share teaching of LATIN/GREEK throughout school to University Entrance level. Temporary appointment considered. Scale 2. Telephone : Epsom 20429.

BILATERAL

DORKING, SONDES PLACE COUNTY SECONDARY BOYS
CHEMISTRY. Graduate Master/Mistress to teach at all levels. Willingness to teach for limited period some INTEGRATED SCIENCE in lower school appreciated. Scale 2. Telephone : Dorking 4620.

EPSOM, LONGMEAD COUNTY SECONDARY BOYS (550)
PHYSICS. Master/Mistress to teach throughout the school to CSE and 'O' level. Scale 2.
SOCIAL STUDIES. Qualified and experienced Master/Mistress required as Head of Department. Scale 3 or 4. Telephone : Epsom 22911.

REDHILL, ST. JOSEPH'S R.C. SECONDARY
CHEMISTRY AND PHYSICS. Master/Mistress. Scale 2. Temporary appointment for Spring and Summer terms 1976. Telephone : Redhill 64485.

SCALE 1 POSTS

COMPREHENSIVE

CATERHAM, DE STAFFORD COUNTY SECONDARY
MATHEMATICS. Master/Mistress.
FRENCH. Master/Mistress. Experience in language laboratory an advantage. Telephone : Caterham 42627.

EGHAM, MAGNA CARTA COUNTY SECONDARY
ENGLISH. Master/Mistress to teach to "O" level.
GERMAN. Master/Mistress to teach to "O" level. Ability to offer FRENCH or LATIN an advantage.
ART & CRAFT. Master/Mistress. Telephone : Staines 55497.

HORLEY, COURT LODGE COUNTY SECONDARY
MATHEMATICS. Master/Mistress to teach to pupils of all ability levels. "A" level teaching available to suitable applicant. Telephone : Horley 2016.

GRAMMAR

EWELL, THE GLYNN COUNTY BOYS'
CHEMISTRY. Master required to teach from first form up to and including "A" level. Telephone : 01-393 4102.

BILATERAL

DORKING, MOWBRAY COUNTY SECONDARY GIRLS'
ART. Master/Mistress. Temporary appointment pending reorganisation. Telephone Dorking 4236.

EPSOM COUNTY SECONDARY GIRLS'
ENGLISH. Master/Mistress to share teaching throughout the school to CSE and "O" level standards. Telephone : Epsom 22644.

EPSOM, LONGMEAD COUNTY SECONDARY BOYS (550)
WOODWORK/METALWORK or allied subject. Master/Mistress to teach to CSE and "O" level with integrated and other disciplinary work in the lower school. Telephone : Epsom 22911.

FARNHAM, SHEEPHATCH SCHOOL
NEEDLEWORK. Mistress (single) required at this attractively situated boarding school in substantial cedarwood buildings providing a one-year course for 140 boys and girls aged about 13. The post is resident. Monthly salary will be assessed in accordance with the current Teachers' Salaries Awards. Duties in connection with the boarding aspect will be assigned by the Headmaster and recognised by a cash allowance of £293.04 per annum and free board and accommodation. Telephone : Runfold 2873.

REDHILL, ST. JOSEPH'S R.C. SECONDARY
MUSIC. Master/Mistress.
GIRLS' P.E. Mistress.
These posts are temporary appointments for Spring and Summer Terms 1976. Telephone : Redhill 64485.

Further details available from the Head where the telephone number is shown. Application forms available on receipt of a stamped, addressed foolscap envelope from the County Education Officer, County Hall, Kingston upon Thames, KT1 2DJ. Complete list of vacancies available second week of each month; if possible, please state areas preferred.

CITY OF COVENTRY

Assistant teachers required at

WHITLEY ABBEY MIXED COMPREHENSIVE SCHOOL

Abbey Road (1,650 on roll)

Required Easter or September, 1976.
ENGLISH/REMEDIAL, Scale 3, second in English Department with special responsibility for less able pupils, interest and experience in such work essential.

WOODWAY PARK MIXED COMPREHENSIVE SCHOOL

Woodway Lane (1,150 on roll)
(Social Priority Allowance £201-£276 p.a.)

Required January or Easter, 1976.

1. MUSIC—throughout school.
2. CHEMISTRY—'A' level Nuffield, 16+ single exam for C.S.E. and 'O' level.

Scale 2 available for both posts. Temporary or part-time appointments considered.
Closing date for all posts is 10 days after appearance of advertisement.

Apply by letter giving full details (eg. qualifications, experience) with names and addresses of two educational referees to the Head Teacher of the School concerned, unless otherwise stated.

COUNTY OF SOUTH GLAMORGAN

Required for January, 1976 (or as soon as possible thereafter) :—

ST HELEN'S R.C. INFANTS' SCHOOL, BARRY

HEADTEACHER (GROUP 4)

The Managers invite applications from suitably qualified Catholic teachers for the above post. The school has 124 on roll and there is provision for a nursery unit in the future.

YSGOL GYNRADD GYMRAEG BRYNTAF, CAERDYDD

GRWP 6 DIRPRWY BRIFATHRO/BRIFATHRAWES

Gwahoddir ceisiadau am y Swydd uchod i ddechrau Tymor yr Haf 1976. Gellir cael manylion pellach o'r cyfeiriad isod.

GRADDFA 2: DAU ATHRO

(a) Mathemateg neu Gwyddoniaeth.
(b) Addysg Gorfforol/Llyfrgell.
Gwahoddir ceisiadau i lenwi y Swyddi uchod i ddechrau ar ol y Pasg 1976.

YSGOL GYMRAEG IAU SANT BARUC, Y BARRI

GRADDFA 2

Athro i fod yn gyfrifol am chwaraeon ac ymarfer corff. Byddai diddordeb yng ngwaith yr Urdd yn gymhwyster ychwanegol. Erbyn Ionawr 1976 neu cyn gynted ag sy'n bosibl ar ol hynny.
Gellir cael ffurflenni cais or cyfeiriad isod a dylid eu dychwelyd o fewn deng niwrnod.

LLANILLTUD FAWR COMPREHENSIVE SCHOOL, LLANTWIT MAJOR
(11-18, eight-form-entry)

ESN UNIT: SCALE 1

Experienced teacher for a new unit for children with learning difficulties. Special Schools Allowance.

LLANISHEN HIGH SCHOOL, CARDIFF
(11-18, Comprehensive, nine-form-entry)

REMEDIAL: SCALE 1

Able to give some help with Junior Mathematics.

MOSTYN RC HIGH SCHOOL, CARDIFF
(11-18, Comprehensive, seven-form-entry)

RELIGIOUS EDUCATION: SCALE 1

To take the subject from Forms I to V.

RUMNEY HIGH SCHOOL, CARDIFF
(11-18, Comprehensive, 10-form-entry)

MATHEMATICS: SCALE 1 or 2

To teach throughout the school to C.S.E./"O" level in the first instance. Scale 2 post available for a suitably qualified and experienced person.

ST. ILLTYD'S R.C. COLLEGE, CARDIFF
(11-18, Boys' Comprehensive, four-form-entry)

ART AND CRAFT: SCALE 1 or 2

Scale 1 temporary appointment for one term. Scale 2 post available for a suitably qualified and experienced candidate.

WHITCHURCH HIGH SCHOOL, CARDIFF
(11-18, Comprehensive, 12-form-entry)

ENGLISH: SCALE 1

To teach the subject throughout the school. Temporary post for one or two terms.

Application forms may be obtained, on receipt of a stamped addressed foolscap envelope, from the undersigned, to whom completed forms should be returned within 10 days of the appearance of this advertisement.

Education Offices,
Kingsway, Cardiff.

F. J. ADAMS,
Director of Education.

PRIMARY & SPECIAL

HEAD TEACHERS:

BISTRE INFANTS' C.P., Buckley
Group 4 (New school—200 places)

RHOS JUNIOR C.P.
Group 3 (120 pupils)

YSGOL-Y-CRAIG, Colwyn Bay
(E.S.N.(S))—Group 4 (40 pupils)
(Further particulars available.)

DEPUTY HEAD TEACHER

TRELOGAN C.P.
Group 2 (70 pupils)
Welsh essential. To take Boys' Games and Physical Education.

ASSISTANT TEACHERS:

CHIRK JUNIOR C.P.
(230 pupils)
Lower Juniors. Music and ability to play the piano. Welsh desirable.

GWERSYLLT JUNIOR C.P.
(180 pupils)
Lower Juniors. Ability to teach Welsh and to take Boys' Physical Education and Games.

RHOSDDU INFANTS
(240 pupils)
Interest in Art/Craft and open-plan teaching.

RHYL, YSGOL GLAN MORFA
E.S.N.(M)—110 pupils
To teach Art and Craft. Scale 1 + Special Schools Allowance.

SECONDARY (COMPREHENSIVE)

MADOC SCHOOL
Acrefair, Wrexham (11-13, 330 pupils)
Head—G. Ll. Roberts, B.Sc.
Assistant to teach

GEOGRAPHY

throughout the school. There will also be some teaching of English.

MAELOR SCHOOL
Penley, Nr. Wrexham—Group 8
Head—J. E. Pritchard, B.E.M., B.Sc.
Required for January, 1976 :—

HEAD OF WELSH/RELIGIOUS INSTRUCTION (Scale 2)

Female to teach Welsh to 'O', 3 and Religious Instruction up to 'A' level. Interest in Girls' Games would be an advantage.

Applications should be made by letter immediately to Mr. Pritchard, giving full details of qualifications and experience, and names and addresses of three referees.

BROMFIELD SCHOOL
Wrexham (11-16, 900 pupils)
Head—Miss V. N. Brown, B.A.
Required for Summer Term, 1976, or January, 1976, if possible :—
Assistant to teach

MATHEMATICS, GENERAL SCIENCE & CHEMISTRY

BRYN OFFA SCHOOL
Off Ruthin Road, Wrexham (11-16, 1,200 pupils)
Head—Mrs. R. Wills, B.A.

ENGLISH

Required for January or April, 1976. The person appointed will assume responsibility for the SCHOOL LIBRARY to ensure it contributes significantly to the work of all departments.

Above scale post available according to experience and qualifications.

FRENCH AND EUROPEAN STUDIES

Required for September, 1976 (earlier if possible). Emphasis is placed on audio-visual methods of teaching Modern Languages. Applicants are invited to state their extra-curricular interests.

Scale 2 for suitably qualified/experienced candidate.

Application Forms (in Welsh or English) for PRIMARY AND SPECIAL posts may be obtained from the undersigned, to whom they should be returned by November 17th.

Application Forms for SECONDARY posts (unless otherwise stated) may be obtained from the Heads of the respective schools, to whom they should be returned by November 17th.

CLWYD County Council
North Wales

JOHN HOWARD DAVIES, Director of Education.
Shire Hall, Mold.

NORFOLK
COUNTY COUNCIL
Education Department

The Education Service in Norfolk is administered through five Area Offices.

Applications are invited for posts in these areas as set out below.

Unless otherwise stated, all appointments are for January, 1976, and application forms and further details (where applicable) are obtained by sending a stamped addressed foolscap envelope to the Head of the School concerned, to whom completed forms should be returned as soon as possible.

Removal expenses are paid in accordance with the Authority's scheme.

CENTRAL AREA

WYMONDHAM COLLEGE, Wymondham, Norfolk
(Roll 1,978)
The Warden : Mr. R. Wolsey, B.Sc.
Scale 1 Post—HOME ECONOMICS/NEEDLEWORK TEACHER. Up to 'O' level.
Required for January, 1976.
There is limited free accommodation for married applicants and free residential accommodation for unmarried applicants in return for residential duties.
Application forms from the Warden, stating the names of two referees.

THORPE GRAMMAR SCHOOL, Laundry Lane,
Thorpe St. Andrew, Norwich NR7 0XS. (Roll 1,126)
Headmaster : Mr. F. P. Ball
Scale 1 Post—ASSISTANT TEACHER for GERMAN, preferably with some French. Full-time or part-time. Required from 1st January, 1976.

ST. ANDREW'S SCHOOL, Longfields Road,
Thorpe St. Andrew, Norwich NR7 0NB. (Roll 922)
Headmaster : Mr. C. M. Belchambers
Scale 1 post—ASSISTANT TEACHER for REMEDIAL and HISTORY.
Required from 1st January, 1976.

NORTHERN AREA

PASTON GRAMMAR SCHOOL, Grammar School Road,
North Walsham. (Roll 410 Boys)
Acting Headmaster : Mr. G. V. Couper
Scale 1 ENGLISH to 'O' level, with Middle School French, willing to give general support.

METROPOLITAN BOROUGH OF BURY

Posts are for January, 1976, unless otherwise stated.

Forms of application obtainable from and returnable to the Head Teacher at the school by the 21st November, 1975, unless otherwise stated.

Bury College of Further Education

Lecturer Grade I in General Studies

(Burnham F.E. Scale)

required mainly to teach non-vocational General Studies to Engineering and Science students.
Applicants should be graduates preferably with a Teacher's Certificate. Ability to teach Economics, Commerce and Law up to G.C.E. 'O' level would be an advantage.
Forms of application obtainable from and returnable to the Director of Education, Athenaeum House, Market Street, Bury, BL9 0BN, by the 17th November, 1975.

Ramsbottom County Secondary School
Peel Brow, Ramsbottom
(No. on Roll: 300)
Required for 1st May, 1976, or earlier.

Geography Teacher (Scale I)

throughout the school up to C.S.E. and 'O' Level.

Elton County Secondary School
Walshaw Road, Bury
(No. on Roll: 612)
Required for 1st January, 1976.

Mathematics Teacher (Scale I)

Hope Park Girls' County Secondary School
Bury New Road, Prestwich
(No. on Roll: 511)
Required for 1st January, 1976.

Teacher (Scale I) for Religious Education and English

to C.S.E. Level

Whitefield County Secondary School
Albert Road, Whitefield
(No. on Roll: 1,100 Mixed)
Required for 1st January, 1976.

Teacher (Scale I) for Technical Subjects

West Glamorgan County Council

EDUCATION COMMITTEE

SECONDARY EDUCATION

Applications are invited from suitably qualified teachers for the following vacancies in the authority's service, to commence duty on 1st January, 1976, or as soon as possible thereafter.

All posts are Scale 1 unless otherwise stated.

Biology

CEFN SAESON COMPREHENSIVE
(Mixed) (946 on Roll) (Age Range 11-16)
Cimla, Neath
'O'/C.S.E. levels and to assist with Chemistry Scale 2.
(Ref. 5 S11/1.22.75)

Handicraft

BISHOP GORE SENIOR COMPREHENSIVE
(Mixed) (1,809 on roll) (age range 13-18)
Sketty, Swansea
Interested in Design, to teach Metalwork to 'O' level. Scale 2.
(Ref. 1 S2/2.22.75)

Languages

OXFORD STREET JUNIOR COMPREHENSIVE
(Mixed) (375 on Roll) (Age Range 11-13)
Oxford Street, Swansea
Head of Department responsible for French to all abilities, Latin/Classical Studies to various Groups. Scale 3
(Ref. 2 S20/3.22.75)

Mathematics

OLCHFA COMPREHENSIVE
(Mixed) (1,844 on Roll) (Age Range 11-18)
Sketty, Swansea
(Ref. 1 S1/4.22.75)

Metalwork

***PENLAN COMPREHENSIVE (BOYS)**
(1,412 on roll) (Age Range 11-18)
Penlan, Swansea
C.S.E. level
(Ref. 3 S16/6.22.75)

Physical Education

OLCHFA COMPREHENSIVE
(Mixed) (1,844 on roll) (Age Range 11-18)
Sketty, Swansea
Girls' P.E.
(Ref. 1 S1/6.22.75)

Welsh

LLANSAMLET JUNIOR COMPREHENSIVE
(Mixed) (646 on roll) (Age Range 11-13)
Llansamlet, Swansea
Also to assist with General Subjects.
(Ref. 4 S12/7.22.75)

Application forms and further details of specific posts are available from the undersigned on receipt of a stamped addressed envelope quoting the appropriate post reference.

N.B. An asterisk before the school name indicates a social priority school.

Completed forms must be returned by Friday, 21st November, 1975.

JOHN BEALE, Director of Education
Education Department, Princess House,
Princess Way, Swansea.

City of Manchester

EDUCATION COMMITTEE

Unless otherwise stated, all posts are available from January, 1976, and application forms together with further particulars are available from the Head of the School to whom they should be returned by 19th November, 1975.

SCALE 2

HARPURHEY HIGH SCHOOL
Church Lane, Manchester, M9 1LD

Re-advertisement

Required as soon as possible:
A teacher/instructor of SHORTHAND and TYPEWRITING, full or part-time, permanent or temporary. A knowledge of Pitman-script and Pitman 2000 is highly desirable.

For a full-time permanent teacher, with suitable qualifications and experience, a Scale 2 post would be available. C.S.E., U.L.C.I. and R.S.A. examinations are taken. The department is excellently equipped.

SCALE 1

CENTRAL HIGH SCHOOL FOR GIRLS
Whitworth Street, Manchester, M1 3HB
A part-time teacher (2½ days weekly) of LATIN up to "O" level. The post is a temporary one until July, 1976.
This is a comprehensive school of 920 girls, with 118 in the Sixth Form.

HARPURHEY HIGH SCHOOL
Church Lane, Manchester, M9 1LD

Re-advertisement

Required in January or after Easter.
A teacher of ART, preferably someone interested in all forms of printing. The school has four studios, two with pottery facilities, and the subject is studied to "A", "O" and C.S.E. levels.

Assistance with removal expenses given in approved cases for permanent full-time appointments.

SECONDARY
Science
continued

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE

DOVER GRAMMAR SCHOOL FOR GIRLS
(Two weeks in Science section)
Required for January, 1976, TEACHER to share in the teaching of SCIENCE (BIOLOGICAL and PHYSICAL) in this large department, and able to teach one or more of these sciences to Ordinary Level.

Applications to the Headmistress, stating names of two referees.

THANET DIVISION

BROADSTAIRS, ST GEORGE'S C.E. SECONDARY SCHOOL
(Roll 770)
ASSISTANT TEACHER required to teach SCIENCE subjects. Ability to teach Biology preferred.

Applications stating subsidiary subjects offered, and names and addresses of two referees to the Headmaster.

SEVENOAKS DIVISION

SWANLEY SCHOOL
Swanley, Kent BR8 7TE
Established large comprehensive school with a full range intake, mixed, 11 to 18.
Required in January (temporary post for two terms in the first instance)
TEACHER for BIOLOGY to join an active department with excellent facilities. An interest in rural and environmental science would be helpful.

Application is by letter to the Headmaster at the school, giving details and naming referees.

KINGSTON upon Thames
(Royal Borough of)
KINGSTON COLLEGE OF FURTHER EDUCATION
Kingston Hall Road,
Kingston-upon-Thames KT1 2AQ
LECTURER I in BIOLOGICAL SCIENCES. Salary £2,469 to £4,377 plus £267 London Weighting. Starting point on scale according to experience and qualifications.

Post number T/75/28. See under Colleges of Further Education, Other Appointments.

KIRKLEES
METROPOLITAN COUNCIL
HUDDERSFIELD NEW COLLEGE
New Hey Road, Salendine Nook, Huddersfield HD3 4GL

CHEMISTRY SPECIALIST (Scale 1) required for January, 1976. This is a temporary appointment for two terms in the first place. A programme including "A" and/or "O" level work can be arranged. Some mathematics could be available for a suitable candidate.

Application forms from the Headmaster (telephone (0484) 52541) to whom they should be returned as soon as possible.

LINCOLNSHIRE
SPALDING GRAMMAR SCHOOL
(Voluntary Aided. 600 boys)
Required for Summer or Autumn Term, 1976:
A MASTER or MISTRESS to teach SCIENCE SUBJECTS, especially Nuffield Chemistry, but also some Nuffield Physics and possibly some Biology, in lower and middle forms. Possibility of "O" level work in the future. Ability to help with games an advantage.

Apply by letter to the Headmaster as soon as possible, giving the names of two referees.

LONDON, S.E.16
BACON'S SCHOOL
Dolaford Road
CHEMISTRY
Required in January, 1976, a full-time TEACHER for CHEMISTRY up to Advanced level in this six form mixed comprehensive school. High standards of behaviour and appearance are maintained.

Apply to the Headmaster at the school giving full details and names of two referees.

LONDON, S.W.1
GREY COAT HOSPITAL
Greycoat Place, Westminster
CHURCH OF ENGLAND VOLUNTARY AIDED GRAMMAR SCHOOL
(640 Girls)
Required for January a qualified GRADUATE to share the teaching of CHEMISTRY to A.L. and University Entrance. Nuffield Combined Science is taught in the first two years. Willingness to assist with extra-curricular activities is a recommendation.

Scale 2 post is available for a suitably qualified and experienced candidate.

Apply by letter to the Headmistress as soon as possible enclosing a curricula-vitae and names of two referees.

MERSEYSIDE
ST. ALBAN'S R.C. SECONDARY SCHOOL
Washway Lane, St. Helens
WA11 9LL
SCIENCE (Scale 1)—to include two of the following: PHYSICS; CHEMISTRY, BIOLOGY.

Application forms which are available from the Headmaster at the School, should be returned to The Rev. Father F. Ferns, Holy Cross Presbytery, Corporation Street, St. Helens, Merseyside.

MERTON
(London Borough of)
EDUCATION COMMITTEE
RAYNES PARK (BOYS) HIGH SCHOOL
Bushey Road, SW20 0JL
Headmaster: Mr. J. B. Bauer, M.A.
(Roll: 700 approximately, 132 in sixth form)
Required January, 1976 or as soon as possible after that date a PHYSICIST to teach the subject throughout the ability range up to and including "A" level. Science Department is well-established with a record of Oxbridge Award.

London allowance £351. Mortgage facilities—legal expenses up to £300 and assistance towards removal expenses will be considered where appropriate.

Application forms available from the Headmaster, to whom they should be returned by November 19, 1975.

NORTHUMBERLAND
COUNTY COUNCIL
MARTON SECONDARY BOARDING SCHOOL
Whitegate, Northwich, Cheshire
BIOLOGY TEACHER (C.S.E. level)

Required for January 1976 for two terms only. A Scale 1 (plus £140 per annum allowance).

Application forms returnable as soon as possible, obtainable by sending a self-addressed envelope to the Headteacher at the school.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post
RUSHCLIFFE COMPREHENSIVE SCHOOL
Boundary Road, West Bridgford, Nottingham, NG2 7BW
Headmaster: Dr. W. R. Littlejohns
[illegible] (11-18)
(Sixth Form—300)
For January, CHEMISTRY (Scale 1) to "A" level.

Applications (no forms) to the Headmaster, as soon as possible.

OXFORDSHIRE
JOHN MASON SCHOOL
Roll 1,000
Wootton Road, Abingdon, Oxon, OX14 1JB
Required for the Easter term or for the Easter and Summer terms, a TEACHER of CHEMISTRY, if possible capable of teaching classes to G.C.E. "O" and "A" level.

Apply directly to the Headmaster, giving names and addresses of two referees.

OXFORDSHIRE
ICKNIELD SCHOOL
Springfield Road, Wantage,
Oxfordshire
Roll 600 (Mixed)
Required for January in this 11-16 mixed comprehensive school a temporary, preferably full-time, TEACHER for SCIENCE throughout the school with some fourth year PHYSICS.

This appointment is for two terms; a permanent appointment will be made in September for a Physics specialist to develop the subject in the school. There is a strong Science department in modern, well-equipped laboratories.

Application forms and further details from the Headmaster. Please enclose a stamped addressed envelope.

STOCKPORT
(Metropolitan Borough of)
SECONDARY
Required for January, 1976, or as soon as possible thereafter:
BREDBURY COMPREHENSIVE SCHOOL
Harrytown Lane, Romiley, Stockport
TEACHER OF PHYSICS. Scale 1 (Ref. No. 9R/TES1).

To share the work of the Department throughout the school and up to and including "A" level. A temporary appointment for one or two terms could be considered. For an experienced teacher the post could carry a salary on Scale 2 or 3, although newly qualified applicants are invited to apply.

Application forms from the Director of Education, Town Hall, Stockport (quoting the appropriate reference number) and returned to the Headteacher by 14th November, 1975.

TAMESIDE
METROPOLITAN BOROUGH
CRESCENT COUNTY SECONDARY SCHOOL FOR BOYS
Crescent Road, Dukinfield SK16 4JB
(Three-form entry boys school with 460 on roll)

Required from 1st January, 1976.

ASSISTANT TEACHER—GENERAL SCIENCE, Scale 1. With some Mathematics.

Most subjects have courses leading to "O" level G.C.E. and C.S.E.

This post carries a Social Priority Schools' Allowance.

Application forms from Head of the School, to whom they should be returned as soon as possible.
Ref. 1E/1514 TES.

TRAFFORD
(Metropolitan Borough of)
EDUCATION COMMITTEE
SALE GIRLS' GRAMMAR SCHOOL
(950 girls)
Marsland Road, Sale, M33 3NH
Tel.: 061-973 5217
CHEMISTRY, Scale 1
For January, 1976, a specialist qualified to teach throughout the school up to Advanced level standard. Interest in developing Integrated Science course essential.

Please contact school immediately.

YORKSHIRE
SKIPTON ERMYSTED'S GRAMMAR SCHOOL
(Voluntary Aided—500 boys)
Required for January a BIOLOGY TEACHER to share the work throughout the school, including "O" and "A" level courses. A temporary appointment for two terms would be considered.

Applications, giving full details of qualifications, experience and interests, together with the names of two referees, should be sent to the Headmaster, from whom further details may be obtained.

Technical Studies

Other Posts on Scale 2 and above

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
REDBOURNE UPPER SCHOOL AND COMMUNITY COLLEGE
Ampthill
(Roll 1,150 Mixed)
Headmaster: L. J. Culcheth, B.A., B.Sc.(Econ.)
Required for January, 1976, if possible, a TEACHER of METALWORK within the Technical Studies Department. Candidates should possess drive and initiative and wide interests including Design and Project work and Vehicle maintenance. Public examination courses established. Scale 2 post available.

Apply immediately to the Headmaster at the School by letter or telephone Ampthill 404403.

BERKSHIRE
WOKINGHAM DISTRICT
THE BULMERSHE SCHOOL
(WS 1405)
Chequers Way, Woodley, Berks.
(Mixed comprehensive for 1,500 pupils)
Required for January, 1976, if possible, TEACHER to work in the DESIGN CENTRE of this school. Experience of Wood, Metal and Technical Drawing desirable.

The post (Scale 2) is in the heavy craft area of the design centre and offers considerable scope to an enthusiastic teacher. Situated on the same campus as the local college of education, the centre has excellent facilities. A basis for design studies has been established and it is hoped that the successful candidate will make a positive contribution to work in this area of the curriculum.

Further details from the Headmaster. Stamped addressed envelope please.

CITY OF BIRMINGHAM
EDUCATION DEPARTMENT
DEPARTMENT FOR THE TEACHING OF ENGLISH AS A SECOND LANGUAGE
STEWARD CENTRE
Steward Street, Spring Hill
Birmingham B18 7AF

A CRAFT TEACHER is required for BOYS' CRAFTS in this Centre for Secondary-aged pupils newly arrived from overseas. Ability to teach the subject to boys who are learning English as a second language is essential. The teacher appointed would be the only craft teacher in a fully-equipped workshop. There would be an opportunity to teach related subjects including Mathematics.

A Scale 2 post is available. Applications, by 1st December, to Staffing Branch, Education Office, Council House, Margaret Street, Birmingham, 3, for the attention of Mr. R. D. Chapman.

There is a scheme for assistance with removal expenses.
(V1/277)

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
MINCHENDEN SCHOOL (MIXED COMPREHENSIVE)
High Street, Southgate N14 6BN
(Roll 1,400)
(Telephone: 01-882 3746)
Required as soon as possible, MASTER in charge of METALWORK or WOODWORK within the Technical Studies Department. A suitably qualified applicant could be offered up to a Scale 3 post. Willingness to take responsibility for the organization concerned with running the school mini-bus an advantage.

Mortgage facilities subject to funds being available. Consideration given to the following: 100 per cent removal expenses, generous assistance with relocation costs, temporary housing accommodation for up to two years, £10 per week lodging allowance (up to four months) in certain cases.

Application forms obtainable from the Headmaster, to whom they should be returned as soon as possible.

HAMPSHIRE
SOUTHAMPTON AREA
MOORHILL SCHOOL
Minstead Avenue, Harefield,
Southampton SO2 5FW
Headmaster: Mr. J. A. V. Downend
(12-16 Comprehensive Mixed
550 on roll)

Required as soon as possible: WOODWORK MASTER, Scale 2 post for suitable candidate. The school is modern in construction with well equipped workshops, and plenty of scope for enthusiastic candidate.

C.S.E. and G.C.E. courses are currently operating.

Please write to the school giving curriculum vitae and the names and addresses of two education referees. Further details obtainable from the Head. Assistance with removal expenses in approved cases.

HEREFORD AND WORCESTER
COUNTY COUNCIL
REDDITCH, THE LEYS HIGH SCHOOL
Woodrow Drive, Redditch, Worcs. B98 7UH
MASTER required for January or Easter, 1976, to teach Technical Studies with emphasis on METALWORK ENGINEERING and related design work. Well established C.S.E., "O" and "A" level courses. Excellent facilities in Technical Studies block. Rented housing available. Scale 1 or Scale 2 post available for suitable candidate.

Background paper and application form available from the Headmaster on receipt of a stamped addressed envelope (foolscap). Temporary appointment considered.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
THE QUEEN ELEANOR SCHOOL
Cameron Drive, Waltham Cross
(All-ability, ages 11-18,
600 on roll)

ASSISTANT TEACHER for HEAVY CRAFT required with particular interest in woodwork. Scale 2 post for an experienced teacher. Excellent facilities and opportunity for co-operation with other practical subjects.

Write to the Headmaster giving curriculum vitae and names, addresses and telephone numbers of two referees.

HILLINGDON
(London Borough of)
BOURNE SCHOOL
Southbourne Gardens, Ruislip, Middlesex HA4 9TU
(927 on roll: 62 in Sixth Form)
Headmaster: Mr. J. L. Stibbs, M.A.
Required for January, 1976, TEACHER for TECHNICAL STUDIES. Scale post available for suitable applicant.

Please apply by letter to the Head Teacher at the school, giving the names and addresses of two referees.

London Allowance payable.

HILLINGDON
(London Borough of)
Required for January, 1976, MOBILE TEACHER of TECHNICAL STUDIES to teach in any of the Borough Secondary Schools with workshops. Flexible teaching experience necessary.

Scale 3 post available plus casual users' car allowance.

Application forms from and returnable to the Director of Education, Belmont House, 38 Market Square, Uxbridge, Middlesex.

London Allowance payable.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
MEDWAY DIVISION
CHATHAM—WALDERSLADE SECONDARY SCHOOL FOR BOYS
Bradfields Avenue
(Roll 800)
TEACHER for TECHNICAL DRAWING. New Scale 2, although applications for first appointment welcomed. Social Priority schools allowance also payable.

Full details of post and school will be sent to enquirers.

Write to or telephone the school (Medway 61693). Applications should be made by letter to the Headmaster giving two referees.

LEICESTERSHIRE
GARENDON HIGH SCHOOL
Thorpe Hill, Loughborough
(Roll: 850)
(In the Leicestershire Plan for the organisation of secondary education,
(HIGH 11 to 14)
METALWORK.
Scale 2
From Spring term 1976

Apply (no forms) with full particulars and names and addresses of two referees to the Head from whom further details can be obtained.

LEICESTERSHIRE
SPENCEFIELD SECONDARY SCHOOL
Downing Drive, Leicester
(Roll: 700)
Secondary 11 to 16
TECHNICAL DRAWING

Scale 2 for suitable applicant.

Required January or April to teach to G.C.E. and C.S.E. level and throughout school. Ability to teach in Woodwork or Metalwork Department an advantage. Temporary appointment for Spring Term.

Apply (no forms) with full particulars and names and addresses of two referees to the Head from whom further details can be obtained.

SUTTON
(London Borough of)
ELMWOOD HIGH SCHOOL
London Road, Hackbridge, Surrey SM6 7EE
Required January, 1976, MASTER to take charge of a well equipped METALWORK shop and teach throughout the school up to C.S.E. "O" level and C.S.E. standard. Also to help with Technical Drawing if necessary. The school is [illegible] educational with approximately [illegible] pupils on roll. Scale 2 or [illegible] available for a suitably experienced candidate.

Application to the Headmaster in first instance.

Scale 1 Posts

ESSEX
COUNTY COUNCIL
Generous Removal, Lodging and Disturbance Allowances payable. Full details of the availability of housing and nursery education can be obtained at the time of application.
HASSENBROOK COMPREHENSIVE SCHOOL
(Roll 1,215)
Hassenbrook Road,
Stanford-le-Hope
Telephone: Stanford-le-Hope [illegible]
HANDICRAFT

To join a team of four in a new Technical block. Interest in Metalwork an advantage.

London Fringe Allowance of £[illegible] per annum.

Applications by letter to the Headmaster. Please include brief details of qualifications, experience, interests and the names and addresses of two referees. Further information regarding post, school and area will be forwarded to applicants.
PASSMORES COMPREHENSIVE SCHOOL
(Roll 1,266)
Tendring Road, Harlow CM18 [illegible]
Telephone: Harlow [illegible]
TECHNICAL STUDIES

The ideal opportunity to [illegible] your subject to boys and girls [illegible] first class conditions, [illegible] first class colleagues. For [illegible] 1976.

Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

HERTFORDSHIRE
COUNTY COUNCIL
DACORUM DIVISION
HEMEL HEMPSTEAD SCHOOL
Heath Lane, Hemel Hempstead
(1025 mixed; 150 in sixth form)
CRAFT TEACHER with [illegible] qualifications for METALWORK needed in January, 1976.

The school has seven specialist art and craft rooms, including [illegible] drawing office, heat treatment room and staff office.

Apply in writing, no forms, to the Headmaster.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
ASHFORD DIVISION
ASHFORD DUNCAN BOWEN SCHOOL
(Boys and Girls) (Roll 1,180) HANDICRAFT MASTER—BOYS' (mainly woodwork). Scale 2 [illegible] available but newly qualified teachers considered.

Applications to Headmaster at the school. (Kingsnorth, Ashford)

NORTH YORKSHIRE
(County of)
FULFORD SCHOOL
Fulfordgate, Heslington Lane, York [illegible]
Required for January, 1976, or as soon as possible thereafter, ASSISTANT TEACHER of WORKSHOP SUBJECTS to develop the [illegible] ing aspects of craft subjects. New additional workshop buildings expected to be ready by January 1976.

This is an 11 to 18 school, comprehensive since 1970.

Further particulars and application forms are obtainable from the Headmaster, at the school, to whom the forms should be returned as soon as possible.

RICHMOND-UPON-THAMES
(London Borough of)
ST. MARY MAGDALENE C.E. SCHOOL
(11 to 16 comprehensive, 500 mixed)
Queen's Road, Richmond, Surrey TW10 6HN

TEACHER for WOODWORK required in January, 1976. A Scale 2 for suitable applicant [illegible]. Interest in extra curricular activities desirable.

Application forms from [illegible] Naismith, Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headmaster at the school as soon as possible.

TRAFFORD
(Metropolitan Borough of)
EDUCATION COMMITTEE
GREAT STONE SECONDARY BOYS' SCHOOL
(870 boys)
Buckingham Road, Stretford,
nr. Manchester M32 0RJ
Tel.: 061-872 3080
WOODWORK Scale 1, to C.S.E. [illegible]
Ability to teach [illegible] Temporary or part-time post considered.

Applications from instructors as well as qualified teachers welcomed. Application forms, available from the Head of the school, should be returned as soon as possible.

SECONDARY
Technical Studies
continued

WILTSHIRE
HIGHBURY SECONDARY SCHOOL
Laverstock, Salisbury
Scale 1.
(Number on roll 540 boys)
Required as soon as possible: an ASSISTANT TEACHER to teach WOODWORK and some TECHNICAL DRAWING to C.S.E. with possibility of some "O" level work.

The teacher sought is one who could join a successful team of four responsible for the heavy craft work in this new school with modern workshops in which a Technician is employed. The vacancy occurs because of promotion of one of the team.

Please send stamped addressed envelope for application form, obtainable from the Secretary at the school.

Other than by Subject Classification

Heads of Department

KNOWSLEY
(Metropolitan Borough of)
TEACHING VACANCIES
SECONDARY SCHOOLS
All schools are 11-18 mixed unless otherwise stated. For further details and application forms (when required) send stamped addressed envelope to Head Teacher, to whom applications should be sent within 14 days.

ST. COLUMBA'S R.C. COMPREHENSIVE SCHOOL
Knowsley Lane, Huyton,
Liverpool, L36 8DX
(Roll: 700)
HEAD of MODERN LANGUAGES. Scale 4 available. French to "O" level and to "A" level course. [illegible] develop [illegible] Second language desirable.
Apply by letter with names of two referees.

ST. KEVIN'S R.C. COMPREHENSIVE BOYS' SCHOOL
Roughwood Drive, Northwood,
Kirkby, Liverpool, L33 9UF
(Roll: 1,700)
SECOND DEPUTY HEAD TEACHER (Group 12).
HEAD of MATHEMATICS, Scale 4.
HEAD of ENGLISH, Scale 4.

WHISTON COMPREHENSIVE SCHOOL
Portico Lane, Whiston, Prescot,
Merseyside, L35 7JR
(Roll: 1,070)
HEAD of GEOGRAPHY, Scale 3. Scale 4 available for candidate prepared to take charge of Social Studies, also.

Other Posts on Scale 2 and above

CITY OF SALFORD
EDUCATION DEPARTMENT
HOPE HIGH SCHOOL
Eccles Old Road, Salford
M6 8BJ
Tel.: 061 736 2637)
(11-16 comprehensive, mixed
960 pupils)

Required for January, 1976, or as soon as possible thereafter:—

(1) HEAD of HOUSE—(Scale 3 initially) to join a team of six House Tutors responsible for the educational, vocational and social welfare of the pupils. This is a highly responsible position for a teacher who has a rapport with young people and who has a commitment above the average. The successful applicant will work closely with Heads of Department and the ancillary services and a knowledge of the services available and evidence of preparation for such a post will be an advantage. Please state teaching subjects offered.

(2) TEACHER of TECHNICAL/MECHANICAL DRAWING—(Scale 1 initially to take candidates to examination level. A part-time teacher would be considered.

(3) TEACHER of GERMAN/FRENCH—(Scale 1 initially) to take charge of German and with possibility of promotion to second in language department for suitable candidate.

(4) TEACHER i/c GEOGRAPHY (Scale 2) to organize the teaching of the subject within the Humanities Department.

Application forms available from the Head Teacher to whom completed applications should be returned as soon as possible.

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
ASHCROFT HIGH SCHOOL
Crawley Green Road, Luton
LU2 0AG
Headmaster: Mr G. E. Boden
Required for January, 1976, an experienced TEACHER of MATHEMATICS and SCIENCE for years 1 and 2 (11 to 13), scale 1 in this mixed comprehensive High School with approximately 1,200 pupils on roll.

Application forms obtainable from and returnable to the Headmaster.

CUMBRIA
EDUCATION COMMITTEE
WYNDHAM SCHOOL
Egremont
(Comprehensive: 11-18 mixed: Roll 1,433)
One or more vacancies from January, 1976, for qualified TEACHERS of ENGLISH, HUMANITIES, FRENCH, Music: part-time or full-time.

Comprehensive letters of application, naming two referees to the Headmaster, P. Brown, at the school, as soon as possible.

DONCASTER
METROPOLITAN BOROUGH COUNCIL
DONCASTER EDUCATION COMMITTEE
THORNE GRAMMAR SCHOOL
St Nicholas Road, Thorne,
Doncaster
Telephone: Thorne 812179

Required for January 1976:
TEACHER for GENERAL SUBJECTS (Scale 1) (English/Humanities/Religious Education), in this comprehensive school for boys and girls aged 13-18 years. There are at present 1,200 pupils on roll including 160 in the sixth form.

Apply by letter to the Headmaster giving brief details and naming two referees.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
BEDFORDS PARK SCHOOL
Appleby Drive, Romford, RM3 7BJ
(Roll 1,176, Co-educational)
Required January, 1976:—

Temporary TEACHER (for one term in first instance) of MATHEMATICS (S.M.P.), ENGLISH and/or Social Studies for 1st and 2nd year forms.

There is a scheme for removal expenses.

Letters of application to Head Teacher quoting two referees.

HILLINGDON
(London Borough of)
BOURNE SCHOOL
Southbourne Gardens, Ruislip,
Middlesex HA4 9TU
(927 on Roll: 62 in Sixth Form)
Headmaster: Mr. J. L. Stibbs, M.A.
Required for January, 1976 MASTER or MISTRESS to teach ENGLISH and HISTORY or English with some Music to Junior classes.

Please apply by letter to the Head Teacher at the school giving the names and addresses of two referees.

London Allowance payable.

HILLINGDON
(London Borough of)
MANOR SCHOOL
Warrender Way, Ruislip HA4 8EE
(Number on roll, 768; mixed)
Headmaster, E. S. Miller, M.A.
Required for January, 1976, TEACHER for GEOGRAPHY and SOCIAL STUDIES. An opportunity to teach up to CSE level in these subjects exists in this school, situated in a good residential area near to Ruislip town centre.

Application forms from and returnable to the Headmaster.

London allowance payable.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
ASHFORD DIVISION
TENTERDEN, HOMEWOOD SCHOOL
(Boys and girls: roll, 920)
MASTER or MISTRESS. PHYSICS and MATHEMATICS. Ability to help with Physical Education and Games an advantage.

Applications to Headmaster at the school.

LONDON
INNER LONDON EDUCATION AUTHORITY
LANSBURY ADULT EDUCATION INSTITUTE
Isle of Dogs, E.14
COMMUNITY EDUCATION CO-ORDINATOR (Lecturer Grade II).

For fuller details please see under "Adult Education".

CITY OF SALFORD
EDUCATION DEPARTMENT
BUILE HILL HIGH SCHOOL
Eccles Old Road,
Salford M6 8RD
(Tel.:
(061-736 1773 or 736 6300)
(11-16 Comprehensive:
1,290 pupils)

Required from January, 1976:
Five well-qualified, enthusiastic TEACHERS for Scale 1 posts in the following subject areas:
(1) LATIN with CLASSICAL STUDIES
(2) NEEDLEWORK with HOME ECONOMICS
(3) CREATIVE STUDIES—ART and TECHNICAL DRAWING,
(4) ENGLISH
(5) FRENCH

One Scale 2 post may be available for an exceptional candidate. Temporary appointments considered.

Application forms available from the Headmaster to whom completed forms should be returned as soon as possible.

SHEFFIELD
EDUCATION
WALTHEOF SCHOOL
Beaumont Close, Sheffield S2 1RY
(a 12 to 18 comprehensive)

Required for January 1976, an ASSISTANT TEACHER for Waltheof Language Centre, which is a purpose built unit of high quality, designed to give an intensive course in spoken and written English to secondary immigrants to the city of Sheffield. Scale 1 plus Priority School Allowance.

Application forms may be obtained from the Head Teacher to whom they should be returned as soon as possible.

KING EGBERT SCHOOL
Furniss Avenue, Sheffield S17 3QN
(an 11 to 18 comprehensive)

Required for January or April 1976, a SENIOR MISTRESS, concerned with the welfare of girls in the Upper School and general administrative work. Scale 4.

Application forms may be obtained from the Head Teacher to whom they should be returned as soon as possible.

TRAFFORD
(Metropolitan Borough of)
EDUCATION COMMITTEE
GREAT STONE SECONDARY BOYS' SCHOOL
Buckingham Road, Stretford
Near Manchester, M32 0RJ
Telephone: 061-872 3080
(870 boys)
GENERAL SUBJECTS TEACHER (Scale 1)
Ability to teach Mathematics and Religious Education, required. Age range of teaching group 13 to 16. Applications for temporary or part-time appointments welcomed.

Application forms, available from the Head of the school, should be returned as soon as possible.

WILTSHIRE
EDUCATION COMMITTEE
TIDWORTH DOWN SECONDARY SCHOOL
Ludgershall, Andover, Hampshire
SP11 9RR
Number on Roll: 450 boys
Required for January, 1976:—
(1) TEACHER to offer HISTORY, up to "O" level.
(2) TEACHER to offer RELIGIOUS EDUCATION/ENGLISH.

Suitable first appointments.

The school will become a mixed 11 to 16 Comprehensive in September, 1977.

Application forms and full details from the Headmaster.

Lothian

Regional Council

DEPARTMENT OF EDUCATION

TEACHING APPOINTMENTS

Applications are invited from registered teachers for the following posts:

EDINBURGH DIVISION
SECONDARY

Responsibility Allowance

ASSISTANT HOUSEMASTER £723
Ainslie Park High School

ASSISTANT HOUSEMISTRESS £723
Gracemount High School

TEACHING POSTS

Ainslie Park High School	Science
Firrhill High School	Science (Physics and/or Geology)
Forrester High School	Modern Studies
Gracemount High School	Music
Holy Rood R.C. High School	French/Italian
	Physics/Chemistry

MIDLOTHIAN DIVISION
SECONDARY

Responsibility Allowance

PRINCIPAL TEACHER
St. David's R.C. High School, Dalkeith — History — £1,182

TEACHING POST
Penicuik High School — Physics/Chemistry

WEST LOTHIAN DIVISION
SECONDARY

Responsibility Allowance

ASSISTANT HEAD TEACHER
West Calder High School — Guidance and Social Education — £1,638

ASSISTANT PRINCIPAL TEACHERS
Blackburn Academy — Home Economics — £845
Broxburn Academy — Guidance (Male) — £591

Housing may be available and further information can be obtained on application to the Divisional Education Officer.

Salaries in accordance with the provisions of the Remuneration of Teachers (Scotland) Act 1967 as amended.

Candidates should specify for which post they wish to apply.

Application forms are available from the appropriate Divisional Education Officer at the following addresses:

Mr. G. E. Ferguson—Divisional Education Officer, Edinburgh Division, 40 Torphichen Street, Edinburgh EH3 8JJ.

Mr. D. S. Brotchie—Divisional Education Officer, Midlothian Division, 40 Torphichen Street, Edinburgh EH3 8JJ.

Mr. A. Sinclair—Divisional Education Officer, West Lothian Division, 89/91 High Street, Linlithgow.

The closing date for applications is November 21.

SPECIAL EDUCATIONAL SERVICES
LUGTON SCHOOL, DALKEITH

Applications are invited from teachers interested in working with mentally handicapped pupils at this new purpose-built school. There is a vacancy with younger, primary age pupils and one with pupils of secondary age. There is also a vacancy for a teacher of Technical Subjects. For teachers without a special qualification, secondment for training will be considered after a period of satisfactory service.

MURRAYFIELD PRIMARY SCHOOL, BLACKBURN, WEST LOTHIAN

A TEACHER

is required for a small integrated special class for mentally handicapped pupils. For teachers without a special qualification, secondment for training will be considered after a period of satisfactory service.

Salaries for the above posts will be in accordance with the provisions of the Remuneration of Teachers (Scotland) Act 1967 as amended.

Application forms are available from the Divisional Education Officer, Division 2 (Personnel Section), 40 Torphichen Street, Edinburgh EH3 8JJ.

The closing date for applications is November 21.

LEEDS CITY COUNCIL
DEPARTMENT OF EDUCATION

Unless otherwise stated—

Closing date is ten days after the appearance of the advertisement.

In respect of Headships and Deputy Headships in all schools, and other posts in primary, middle and special schools, forms are available from, and returnable to, the Director of Education, Department of Education, Great George Street, Leeds, LS1 3AE.

For other posts in secondary and high schools, application should be made to the headteacher of the school concerned, giving full details and the names of two referees.

The post reference number should be quoted on all correspondence.

Requests for forms and details should be accompanied by a stamped addressed envelope.

SPECIAL SCHOOLS

SCALE 1 POST
PLUS SPECIAL SCHOOL ALLOWANCE

S.E.1078 **ELMETE HALL SCHOOL FOR THE DEAF AND PARTIALLY-HEARING**
(Number on Roll: 118 (3-16 years))
Elmete Lane, Leeds, LS8 2LJ Telephone: Leeds 656616
Headteacher: Rev. N. M. Harrison, M.Phil., Dip.Th.
Required for January or Easter, 1976, a teacher for a small group of Infant or Junior age children who are hearing-impaired.
The teacher appointed must already be a qualified Teacher of the Deaf, or be prepared to enter the School's in-service training programme in order to pass the necessary qualifying examination of the National College of Teachers of the Deaf within three years of entry into this field.
Intending applicants may visit the school by appointment with the Head.

PRIMARY SCHOOLS

HEADSHIP

N.W.1085 **IVESON HOUSE PRIMARY SCHOOL**
(Number on Roll: 315 (5-9 age range))
Iveson Rise, Leeds, LS16 6LW Telephone: Leeds 678200
Required for April, 1976, Headteacher for this Group 5 Primary School. The vacancy arises due to the retirement of the present Headteacher. Closing date for applications: 30th November, 1975.
(This is a readvertisement. The post was originally advertised on 10th October, 1975, at Group 6 level.)

HEADSHIP

(Readvertisement)

W.1082 **UPPER WORTLEY PRIMARY SCHOOL**
(No. on roll: 474 (5-9 years)
Ashley Road, Leeds, LS12 4LF Telephone: Leeds 638431
Applications are invited for the post of HEADTEACHER of this primary school for children aged 5-9 years. The school falls within Group 6 (subject to review) of the Burnham Salary Scales under the provisions of the Burnham Document (1975).
The successful candidate will take up appointment in April, 1976.
Previous applicants for the post (reference number W.956) are asked to indicate, in writing, whether or not they wish their applications to stand.

SCALE 2 POST

N.W.1086 **IMMIGRANT RECEPTION CENTRE**
Woodhouse Complex, Craven Road, off Woodhouse Street, Leeds, LS6 2SN
Telephone: Leeds 458715
Teacher-in-Charge: Mr. J. Zollie
Required, for January, 1976, a well-qualified teacher of English as a second language, preferably with experience of teaching N.E.S. immigrant children. The Reception Centre is a small unit built into a new community complex, with open planning for testing and assessing the language of all immigrant children newly arrived in the City. The teacher appointed will be responsible for the 11 plus age range. Experience with audio-visual materials will be an advantage.
Further details regarding the post may be obtained from the Teacher-in-Charge.

SCALE 1 POSTS

W.1083 **LOWER WORTLEY PRIMARY SCHOOL**
(Number on Roll: 263 (5-9 years))
Lower Wortley Road, Leeds, LS12 4PX
Telephone: Leeds 639272
Headteacher: Mrs. J. Boden, A.L.C.M.
Required for January, 1976, a teacher for a reception class.

N.E.1079 **CHAPEL ALLERTON PRIMARY SCHOOL**
(Number on Roll: 512 (4+ to 9-11))
Harrogate Road, Leeds, LS7 3PD
Telephone: Leeds 624851
Headteacher: Mr. H. M. Rose
Required for beginning of Spring Term, Assistant Teacher initially for 4th year age group, 7+ to 8. To help also with games.

MIDDLE SCHOOLS

SCALE 1 POST

N.E.1080 **SCOTT HALL MIDDLE SCHOOL**
(Number on Roll: 800 (9-13 years))
Henconner Gardens, Leeds, LS7 3QU
Telephone: Leeds 687355
Headteacher: Mr. R. Miles, B.Sc.
Required for January, 1976, a teacher for Home Economics. There are good facilities and it will be a fully specialist assignment.

HIGH/SECONDARY SCHOOLS

SCALE 3 POST

E.1077 **GARFORTH COMPREHENSIVE SCHOOL**
(Number on Roll: 1,600 (11-18 years))
Lidgett Lane, Garforth, Leeds, LS25 1LJ
Telephone: Garforth 3998
Headteacher: Mr. E. Scott, B.A.
Required for Easter, 1976, or earlier if possible: a well-qualified and experienced teacher to teach S.M.P. Mathematics throughout the school to 'A' level; and Computer Studies to 4th and 5th years to C.S.E. standard.

SCALE 1/2 POST

W.1084 **CRAWSHAW SCHOOL**
(Number on Roll: 1,800 (11-18 years))
Robin Lane, Pudsey, Leeds, LS28 9HU
Telephone: Pudsey 77617
Headteacher: Miss D. Riley, B.D.
Required for January, 1976, a teacher for HISTORY and GEOGRAPHY throughout the full age and ability range up to 'O' level. An interest in teaching SOCIOLOGY to 'O' level and C.S.E. would be an advantage. A Scale 2 post is available for a suitably experienced teacher.

SCALE 1 POST

S.1081 **MATTHEW MURRAY HIGH SCHOOL**
(Number on Roll: 1,200)
Brown Lane, Leeds, LS11 0DT Telephone: Leeds 713031
Headteacher: Mr. T. W. Kirk, B.Sc.
Required for Easter, 1976, or earlier if possible, a teacher for metalwork and/or woodwork in a well established department with excellent facilities. This could be a temporary post for one or two terms, if necessary.

Special Education

Deputy Headships Senior Masters/ Mistresses

CHESHIRE
CHAIGELEY SCHOOL
Thelwall, Near Warrington
(Residential Special School for Maladjusted Boys. 10 to 16 years)
DEPUTY HEADMASTER

Vacancy due to retirement. Burnham Scale (Special Schools) plus extraneous duty allowance and added responsibility allowance. This is a residential post and there is a house in the school grounds.

Further details and application forms from the Headmaster.

SHEFFIELD
EDUCATION
SHIRLE HILL (HOSPITAL) SCHOOL
6 Cherry Tree Road,
Sheffield S11 9AA

Required for January 1976, if possible, a DEPUTY HEAD TEACHER, Group 3(S) £3,360-£4,713. This school is attached to a Psychiatric Annexe of Nether Edge Hospital, which caters for pre-adolescent children with severe emotional problems. This is a short stay diagnostic assessment intensive treatment unit which is open 40 weeks of the year.

Applicants should have varied and successful primary experience and be willing and able to work within a multi-disciplinary team of consultant psychiatrists, clinical psychologists, social workers and nursing staff. A diploma in special education would be an advantage.

Application forms may be obtained from the Chief Education Officer, P.O. Box 67, Leopold Street, Sheffield S1 1RJ, to whom they should be returned as soon as possible.

SUTTON
(London Borough of)
SECOND MASTER/MISTRESS
Applications are invited as indicated for the following posts in special schools:

CAREW MANOR SCHOOL
Group 7(S)
SECOND MASTER
From TEACHERS with experience of teaching ESN children and the Advanced Diploma in the Teaching of Handicapped Children for the post of Second Master of this school.

THE FOUNTAIN SCHOOL
(Hospital)
Group 9(S)
SECOND MASTER
From TEACHERS with special interest in physical education of severely handicapped children.

QUEEN MARY'S HOSPITAL SCHOOL
Group 8(S)
SECOND MISTRESS
From TEACHERS with experience of teaching children with various handicaps.

Please send stamped addressed envelope for further particulars and application form(s) (returnable by 4 December, 1975) to Director of Education, The Grove, Carshalton, Surrey SM5 3AL, and indicate which post(s) [illegible]

WILTSHIRE
ROWDEFORD COUNTY GIRLS' SPECIAL SCHOOL
Rowde, Devizes, SN10 2QQ
(No. on roll 80)
Group 4(S)

DEPUTY HEADMISTRESS required for this boarding school for E.S.N. girls aged 9-16 (40 boarders and 20 day girls). Residential preferred.

Application form and further details from Chief Education Officer, County Hall, Trowbridge, returnable as soon as possible.

Other Posts on Scale 2 and above

BEDFORDSHIRE
EDUCATION SERVICE
HITCHMEAD MIXED DAY ESN(M) SCHOOL
(Roll 73)
Hitchmead Road, Biggleswade
SG18 0NL
Headmaster: Mr. A. F. Neville
Telephone: 0767 312293

Required for January, 1976, TEACHER responsible for leavers, Scale 2S.

Applications are invited from experienced teachers for the above vacancy, which arises due to the promotion of the present holder. There will be an opportunity to develop and expand further the existing programme.

The Authority has a generous scheme for assistance with removal expenses.

Application forms and further details may be obtained from the Headmaster at the school, to whom completed forms should be addressed.

CITY OF BIRMINGHAM
EDUCATION DEPARTMENT
HOME TEACHING SERVICE

Applications are invited from qualified TEACHERS with varied experience for the post of a full-time ASSISTANT TEACHER. This vacancy occurs owing to the promotion of the present holder of the post.

This is a Scale 2 post and a car mileage will be paid.

There is a scheme for assistance with removal expenses.

Further details and application forms may be obtained from: The Chief Education Officer, Education Department (Staffing Branch), Margaret Street, Birmingham B3 3BU, and should be returned as soon as possible.

(V19271)

BUCKINGHAMSHIRE
COUNTY COUNCIL
EXPERIENCED EDUCATIONAL AUDIOLOGIST

This is a joint appointment and the TEACHER appointed will work as a member of the HEALTH and EDUCATION ASSESSMENT TEAM and will also undertake work with hearing-impaired children in schools, units and with the parents of pre-school children.

Scale 3 Post: £3,307 to £4,017. Application forms and further details from the Chief Education Officer, County Hall, Aylesbury, Buckinghamshire HP20 1UZ.

North-Eastern Education and Library Board

Jordanstown Schools, Newtownabbey
County Antrim, Northern Ireland

APPOINTMENT OF PRINCIPAL

Due to the retirement of the present Principal, this post will become vacant on 1st August, 1976.

The Schools cater for children between the ages of 3 and 18 with auditory or visual handicaps. The present enrolment is 97 deaf and partially hearing and 99 blind and partially sighted. A total of 81 children are boarded in houses on the site.

The Schools, whose history goes back to 1831, are now housed in modern, well-equipped buildings 7 miles from Belfast, near the North shore of Belfast Lough, beside the new Ulster College (Northern Ireland Polytechnic) and convenient to schools of all levels.

The Schools constitute a voluntary special school recognised by the Department of Education, Northern Ireland, and are managed by a Management Committee consisting of 8 nominees of the Ulster Society for Promoting the Education of the Deaf and Dumb and the Blind and 4 nominees of the North-Eastern Education and Library Board. The Principal acts as Secretary to the Management Committee.

Applications are invited from experienced teachers holding specialist qualifications for teaching children with auditory or visual impairment.

The post is residential and an attractive house is provided in the spacious grounds.

Salary will be on the Department of Education for Northern Ireland scales for Principals of Special Schools. The appropriate scale will be equivalent to Burnham scale Group 8(S), together with an extra responsibility allowance, part of which is superannuable.

Assistance with removal expenses, where appropriate, will be paid by the above Society.

Letters of application, together with curriculum vitae and the names and addresses of three professional referees, should be sent (marked Confidential) to the Chairman, Committee of Management, Jordanstown Schools, 85 Jordanstown Road, Newtownabbey BT37 0QE, not later than 7th January, 1976.

BUCKINGHAMSHIRE
INNER LONDON EDUCATION AUTHORITY
DROMENAGH SCHOOL
Iver Heath
(Maladjusted primary boys)
TEACHER for CRAFT. Scale 2(S)
Please see ILEA Composite advertisement.

CAMBRIDGESHIRE
CAMBRIDGE AREA
ST. LUKE'S C.E. (A) PRIMARY SCHOOL
Cambridge
UNIT FOR DISTURBED CHILDREN

Applications are invited from TEACHERS for a Scale 2 post which will involve responsibility for a Special Unit at this Church of England Aided Primary School in addition to his duties within the school, the successful applicant will also be a member of the Authority's Area Special Education Team. The unit caters for disturbed primary-aged children who could be receiving part of their education in the normal school class.

Application forms and further details from the Senior Area Education Officer, Shire Hall, Cambridge CB3 0AP (stamped addressed envelope, please), to whom they should be returned as soon as possible.

CAMBRIDGESHIRE
PETERBOROUGH AREA
TUITION UNIT FOR DISTURBED CHILDREN

TWO TEACHERS required as soon as possible to develop a unit for disturbed children (the majority of children involved will be of secondary school age).

Appropriate experience of working with disturbed children in normal or in special schools will be looked for and specific training will be an advantage.

Suitable applicants will be appointed on Scale 3 and Scale 4.

There is a possibility of assistance being given with housing in appropriate cases and the authority will assist with removal expenses.

Application forms and further details are available from the Senior Area Education Officer, 41, Priestgate, Peterborough, PE1 1JU (stamped addressed envelope) to whom they should be returned as soon as possible.

EAST SUSSEX
COUNTY COUNCIL
(BRIGHTON AREA)
UPLANDS DAY E.S.N. (M.) SCHOOL
Lynchett Close, Hollingdean, Brighton

Required Easter, 1976, or earlier if possible: MASTER for GENERAL SUBJECTS and WOODWORK. Scale 1 plus Special Schools Allowance. Possibility of Scale 2(S) post.

Generous scheme of relocation grants available in approved cases.

Application forms obtainable from the undersigned for return as soon as possible.

Area Education Officer, Royal York Buildings, Old Steine, Brighton BN1 1NP.

HAMPSHIRE
LORD MAYOR TRELOAR COLLEGE
Froyle, Alton, Hants.
140 Physically Handicapped boys of average and above ability.
Required for January or April, 1976. PHYSICAL EDUCATION MASTER. Accommodation available. A temporary appointment for Spring Term would be possible.

Further details and application form available from the Headmaster.

HEREFORD AND WORCESTER
COUNTY COUNCIL
KINGSTONE AND THRUXTON PRIMARY SCHOOL
Hereford, HR2 9HJ
TEACHER in CHARGE of Slow Learners' Unit

Applications are invited from qualified TEACHERS with appropriate experience for the above post to date from the beginning of the Summer Term, 1976 (earlier if possible).

The successful candidate for this *appointment* will be placed on Scale 2 and will receive the Special Schools Allowance (currently £351 per annum).

Application forms available from and returnable to the Headmaster on receipt of a stamped addressed envelope (foolscap).

HERTFORDSHIRE
COUNTY COUNCIL
GREAT BROOKMEAD SCHOOL
Allerton Road, Borehamwood

ASSISTANT TEACHER required for January, 1976, or as soon as possible thereafter. Applications are invited from men offering ideas to develop a Leavers' Programme and to teach Senior Craft, Games and General Subjects in this School for E.S.N. (M.). Scale 2 post for suitable applicant. Outer London Allowance.

Possibility of housing and assistance with removal expenses in approved cases.

Application forms and further particulars from the Head, Mr. A. J. Leach, 01-953 5442.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
DARTFORD DIVISION

DARTFORD HOSPITAL SCHOOL
JOYCE GREEN HOSPITAL
Dartford

Experienced TEACHER for interesting and varied work on new paediatric unit at Joyce Green Hospital with younger age group (two to nine years) and HANDWORK through to age 14. Scale 1 with Special Schools Allowance or Scale 2(S) available for suitable candidate. Fringe Allowance.

YORK ROAD JUNIOR SCHOOL
Dartford
TUTORIAL UNIT

An experienced, resourceful and sympathetic TEACHER required to take charge of a purpose-built unit attached to York Road Junior School for handicapped children aged between five and nine. Four teaching staff and three welfare assistants. Scale 2 plus Special Schools Allowance. Fringe Allowance.

Application forms from Divisional Education Officer (stamped addressed envelope), Essex Road, Dartford.

MEDWAY DIVISION

TEACHER for MEDWAY RETREAT CENTRE

Applications are invited for this Scale 3 post in a centre which is to be established for small numbers of disruptive/disturbed pupils.

Send a stamped addressed envelope to the Divisional Education Officer, [illegible] House, New Road, Rochester, Kent ME1 1DU, for application forms and further particulars.

MAIDSTONE DIVISION

BOWER GROVE SCHOOL E.S.N. (M) MIXED
Fant Lane, Maidstone, ME16 8NL
(147 Mixed)

A hardworking, inventive, well organized man or woman TEACHER is sought, willing to learn and really able to handle children in a firm but friendly manner. If you are the right person, then your special interests will be accommodated and you will be assigned your preferred age range. Vacancy due to promotion. With proven experience Scale 2(S), otherwise the probability of Scale 2(S) later. If your principles and practices coincide with those of the school [illegible] Write or telephone the Headmaster, H. Bragg, M.Ed., for information and forms without delay. (Maidstone 26773).

HOUGHTON MOUNT E.S.N. (S) SCHOOL
Boughton Lane, Maidstone

TEACHER *to specialise in* PHYSICAL EDUCATION. Age range of pupils five to 16 years. Person appointed will be expected to develop individual programmes for children with various handicaps. Scale 2(S) available.

Application forms from the Headmaster.

SHEPWAY DIVISION

SENIOR PUPILS CENTRE
Folkestone

A Centre for senior pupils is to be established in hutted accommodation at the Hillside Centre, Dover Road, Folkestone. This unit is expected to accept up to eight children (all secondary aged) with difficulties, including some who have been suspended from school. The unit will be staffed by a teacher-in-charge (Scale 3) and a welfare assistant. The main aim of the unit will be to rehabilitate such pupils and return them after a suitable period to normal school. The teacher-in-charge will be involved in equipping the premises for their new use and in the appointment of the welfare assistant.

Applications to the Divisional Education Officer, 3 Shorncliffe Road, Folkestone.

Closing date 21st November, 1975.

KINGSTON upon Thames
(Royal Borough of)
BEDELSFORD SCHOOL FOR PHYSICALLY HANDICAPPED CHILDREN
Grange Road
Kingston upon Thames, KT1 2QZ

Required for January or April 1976: ASSISTANT TEACHER (Scale 2S with responsibility for the Lower School) to take a small infant/junior class and to be responsible to the Headmistress for general organisation and liaison in the Lower School (children aged five to nine in three classes). The school has been rebuilt recently and caters for physically handicapped children from three to 17 years. A teacher is sought with good primary experience and the ability to work successfully with a team of teachers, therapists and child care staff.

Experience in special schools and/or an additional qualification in the education of handicapped children would be an advantage.

London allowance (£267).

Assistance may be provided with removal expenses.

Application forms, obtainable from the Chief Education Officer, Tolworth Tower, Surbiton, Surrey, KT6 7EE; to be returned to the Headmistress at the school as soon as possible.

WALSALL
METROPOLITAN BOROUGH EDUCATION COMMITTEE
OAKWOOD SCHOOL E.S.N. (S)
Druids Walk, Walsall Wood, Aldridge

Applications are invited from teachers interested in the development of language skills in this school for children with severe learning difficulties, and to be responsible for developing an extended education programme for a small group of 16 plus children.

Scale 2 (S).

Application forms are obtainable from the Head Teacher to whom they should be returned.

Scale 1 Posts

CITY OF BIRMINGHAM
EDUCATION DEPARTMENT
HOLLYMOOR ADOLESCENT UNIT SCHOOL
Hollymoor Hospital
Frankley Beeches Road,
Birmingham, 31

NON-RESIDENT TEACHER required preferably with *specialist qualifications in* ENVIRONMENTAL SCIENCES to join a staff of four, working with about 20 emotionally disturbed adolescents who present a wide variety of educational and social behavioural difficulties.

This post, Scale 1 plus Special Schools' allowance (Scale 2 may be considered according to qualifications and experience in the field) gives opportunity for both individual and group teaching and calls for a significant contribution to an integrated daily programme.

Communication should be made to: Headmaster, Woodlands Hospital School, Bristol Road South, Birmingham B31 2AP. (Tel.: 021-476 1166, Ext. 50.)

(V19273)

EAST SUSSEX
COUNTY COUNCIL
(BRIGHTON AREA)
UPLANDS DAY ESN(M) SCHOOL
Lynchett Close, Hollingdean, Brighton

Required Easter, 1976, or earlier if possible: MASTER for GENERAL SUBJECTS and WOODWORK. Scale 1 plus Special Schools Allowance. Possibility of Scale 2(S) post.

Generous scheme of relocation grants available in approved cases.

Application forms obtainable from the undersigned for return as soon as possible.

Area Education Officer, Royal York Buildings, Old Steine, Brighton BN1 1NP.

HAMPSHIRE
SPECIAL EDUCATION
ST. THOMAS'S SCHOOL FOR DEAF CHILDREN
Basingstoke

Required as soon as possible, enthusiastic ASSISTANT TEACHER, MASTER or MISTRESS to join the Junior Department at this primary boarding and day special school for children with severe hearing impairment.

Salary, Burnham Scale 1 plus Special Schools Allowance for suitably qualified applicants, plus extraneous duties allowance. Consideration will be given to qualified teachers willing to train as teachers of the deaf. Possibility of assistance with removal expenses in approved cases.

Application forms and further details available from the Headmaster, St. Thomas's School, Darlington Road, Basingstoke, Hants.

HERTFORDSHIRE
COUNTY COUNCIL
ST. ALBANS DIVISION
WATLING VIEW SCHOOL
(Group 5)
Watling View, St. Albans

ASSISTANT TEACHER required January to work as part of a team of five staff with a special group of 15 children with varying handicaps. Previous experience with mentally handicapped children desirable.

Applications to the Acting Head Teacher [illegible]

HERTFORDSHIRE
COUNTY COUNCIL
SPRINGFIELD SCHOOL
Leavesden Hospital, Abbots Langley, Hertfordshire

TEACHER, Scale 1 (Special School plus Fringe Allowance) required for January, 1976, to work with young mentally handicapped children.

Teachers new to this work receive in-service training.

Contact the Headmaster, Mr. H. B. Francis (Garston 72222, ext. 3[illegible]), for information, application form or visit.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE

GRAVESHAM DIVISION

IFIELD SCHOOL
Cedar Avenue, Gravesend
(Roll: 125)

Require MASTER or MISTRESS for Easter for middle school or junior E.S.N.(M) pupils. An adaptable and resourceful character is needed, plus the ability to carry more than one set of responsibilities. Scale 2 post available for a suitably qualified and experienced candidate.

Apply to the Headmaster at the school.

MEDWAY DIVISION

ROCHESTER—FULMAR SCHOOL
Darnley Road, Strood

MASTER required with an aptitude *for classwork, to teach* older boys at this special school.

Experienced teacher preferred but college leavers with a genuine interest in severely subnormal children should not be deterred from applying. Initially a scale 1 post. Special schools allowance.

Applications to the Headmistress, quoting two referees.

MAIDSTONE DIVISION

MALLING HOUSE SCHOOL
Town Hill, West Malling

TEACHER, resident or non-resident, for Easter 1976 (or January if available) mainly for small group of young children at this school for senior maladjusted girls. Single accommodation is available for a lady teacher. Extraneous duties 15 hours weekly in term time. Possibility of Scale 2(S) post for suitably qualified and experienced teacher.

Further details and application forms from the Headmaster (West Malling 843918) with whom applicants are invited to arrange visits to the school.

ASHFORD DIVISION

SWINFORD MANOR SCHOOL
Boarding School for Maladjusted Boys (48)

Master. Able to teach GENERAL SUBJECTS with a sympathetic and firm approach to the problems of maladjusted boys. Good accommodation available in pleasant country surroundings. The school has a well established staff. Special Schools Allowance payment of £720 p.a. for additional supervisory duties.

Applications to the Headmaster at the school (Hothfield, Ashford).

NORTHAMPTONSHIRE

Resident MALE SUBJECT-TEACHER required for co-educational special Steiner school for maladjusted but normally intelligent children. Experience, especially with age-group 13-16 is essential.

Pottersbury Lodge School comprises an old house with additional modern buildings, excellent facilities and good accommodation. Salary negotiable.

Applications are invited from unmarried men in the age range 28 to 40.

Further information regarding this post is available from the Principal, Pottersbury Lodge School, Towcester. Telephone: Yardley Gobion 612178.

NORTH YORKSHIRE
(County of)
NETHERSIDE HALL SPECIAL SCHOOL
Grassington, Skipton

Applications are invited for the post of ASSISTANT TEACHER for GENERAL SUBJECTS at Netherside Hall School, a boarding special school for delicate senior boys.

Salary: Burnham Scale 1 plus £351 per annum special schools allowance and £720 per annum for extraneous duties.

Further details may be obtained from the Headmaster. Telephone: Grassington 752[illegible].

Application forms (returnable within 12 days of advertisement) from the County Education Officer, County Hall, Northallerton DL7 8AE.

NORTH YORKSHIRE
(County of)
FULFORD CROSS SCHOOL
Fulford Road, York

Applications are invited for the post of ASSISTANT TEACHER for Junior Classes at Fulford Cross School, a day special school for educationally subnormal children.

Salary: Burnham Scale 1, plus special schools allowance.

Application forms (returnable within 12 days of *advertisement*) from the County Education Officer, Education Offices, County Hall, Northallerton.

NORTH YORKSHIRE
(County of)
SPRINGWATER E.S.N.(S) SPECIAL SCHOOL
Harrogate

Applications are invited for the post of ASSISTANT TEACHER at Springwater School, a day [illegible] school for mentally handicapped children. Experience of [illegible] mentally handicapped children is desirable.

Salary: Burnham Scale 1 [illegible] £351 special schools allowance.

Application forms (returnable within 12 days of advertisement) from the County Education Office, County Hall, Northallerton DL7 8AE.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

Applications are invited from suitably qualified TEACHERS for the following post:—

DEBDALE SPECIAL SCHOOL
Debdale Lane, Mansfield, Notts
NG19 7HB
Headmistress, Miss B. Walker
Roll, 100 (all age) ESN(S)

For January, NURSERY TEACHER (Scale 1 plus Special Schools allowance) or (Scale 2, which includes the Special Schools element, for a suitably qualified and experienced teacher) for the new Nursery [illegible] at the school.

Application forms from the [illegible] Education Officer, St. John [illegible], Mansfield, Notts, should be returned to the Headmistress by 21st November, 1975.

RICHMOND-UPON-THAMES
(London Borough of)
CLARENDON SCHOOL
Hanworth Road, Hampton,
Middlesex

ASSISTANT TEACHER required from January, 1976 (or as soon as possible thereafter) for seniors at this all-age mixed E.S.N. (M) school, catering for a variety of handicaps, to share the teaching of some basic subjects and to take two and three dimensional ARTS and CRAFTS in a well-equipped art room. Scale 1, plus special school allowance £351 or 2(S) available according to qualifications and experience. London allowance of £267.

Forms from D. Naismith, Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headmaster at the school by November 17.

SUFFOLK
BRAMFIELD HOUSE SCHOOL

MASTER required as soon as possible at this *private residential* school for 40 maladjusted boys aged 7 to 13. Burnham rate. Possibility of Scale 2 for suitable candidate. Three bedroomed semi-detached house available in exchange for [illegible] hours extraneous duties per week.

Further details from, and application by letter giving names and addresses of two referees, to The Headmaster, Bramfield House School, Walpole Road, Bramfield, Halesworth, Suffolk.

SUSSEX
GREAT SANDERS SCHOOL
Sedlescombe, Battle.

A vacancy exists at this Independent Recognised Boarding School for Maladjusted boys between the ages of 10 and 16 years, for an ASSISTANT MASTER to join a team of five teachers. He will be required to take General Subjects and [illegible] Science as a specialist subject.

The person appointed will be qualified and experienced in remedial work and have those qualities of resilience, patience, understanding coupled with the enthusiasm and ability to stimulate.

His salary will be on the appropriate Burnham Scale and will, if married, be offered a delightful detached house on the estate at a very reasonable rent, alternatively if single, accommodation is available in the *main building*.

Applications giving full details of education, qualifications and experience together with names and addresses of two referees immediately to the Joint Principals at the above address.

WARWICKSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

CHELMSLEY HOSPITAL SPECIAL E.S.N.(S) SCHOOL
Coleshill Road
Birmingham B37 7HL

TEACHER with qualifications in the education of mentally handicapped children required as soon as possible. Applicants should be experienced in developing individual programmes.

At present the school is housed in very old buildings but a new school is being built and will open in the spring of 1977.

Salary: Burnham Report, Assistant Teachers Scale 1, plus special schools allowance of £351 per annum.

Application forms may be obtained from the Head at the school.

M. L. Ridger, County Education Officer, 22 Northgate Street, Warwick.

SURREY COUNTY COUNCIL

- FRINGE AREA, LONDON ALLOWANCE £141 PER ANNUM THROUGHOUT THE COUNTY.
- Generous re-location expenses in approved cases.

PYRFORD DAY CENTRE FOR MALADJUSTED CHILDREN

DEPUTY TO THE HEAD

required at the new Day Centre for Maladjusted Children, in the age range 10 to 16 years to be opened in January, 1976. Experience of remedial teaching and/or teaching maladjusted children preferred, though not essential. Salary Scale 2.

Application form from the County Education Officer, County Hall, Kingston upon Thames, KT1 2DJ. Previous applications for a teaching post at this Centre remain under active consideration.

SPECIAL EDUCATION
Scale 1 Posts
continued

WEST SUSSEX
[illegible] SUSSEX AREA
[illegible] towards removal and resettlement expenses payable in approved cases
[illegible] MEADOW
[illegible] Lane, Cuckfield, Sussex
[illegible]
Required January, 1976:—
TEACHER for SPECIAL CARE CHILDREN (physically and mentally handicapped) ratio 5 pupils to 1 teacher. Preference given to applicants with experience in teaching these children. Scale 1 plus Special Schools Allowance.

Application forms and further details from Headmistress on receipt of stamped addressed envelope.

Independent Schools

Headships

HERTFORDSHIRE
[illegible]FIELD SCHOOL
Watford
Recognised Public Day School
(established 1870)
[illegible] Girls 5-18 years

The School Council invites applications for the post of PRINCIPAL which will become vacant 1st September, 1976, on the retirement of the Headmistress.

There are 330 pupils (numbers growing) and the council is looking for a well-qualified applicant with wide educational interests, a strong sense of community and suitable experience.

Salary according to current scale.

Applications with all relevant information should be sent to: The Chairman of the School Council, 1, Langley Way, Watford, Herts., WD1 3EJ.

LONDON, S.W.7

Applications are invited for the post of HEADMISTRESS for Secondary [illegible] school. Approximately 80 [illegible] for September, 1976. Burnham Scale. Superannuation.

For further details write Box [illegible], The Times, London WC1X 8EZ.

SUFFOLK
WOODBRIDGE SCHOOL
APPOINTMENT OF HEAD

The Governors of Woodbridge [illegible] School wish to appoint a HEAD in September, 1976, following the retirement of Mr. J. L. [illegible].

Woodbridge School, a member of the G.B.A., is a Direct Grant School which has declared for independence. It has 488 pupils of whom 135 are boarders (all boys) and [illegible] are girls. There are 166 pupils (boys and girls) in the Sixth Form. Head's residence is provided. Applicants must be University graduates.

Full particulars and forms of application may be obtained from The Bursar, Woodbridge School, Woodbridge, Suffolk IP12 4JH and should be returned not later than 1st December, 1975.

SURREY
THE MANOR HOUSE
[illegible] Bookham

The Governors invite applications for the position of resident HEADMISTRESS to which an appointment will be made not later than September 1976. An earlier appointment would be preferred if the [illegible] were available. Candidates should be graduates, either married or single, and practising Christians.

The Manor House is an Independent Girls School with 250 *pupils* aged from five to 17, of whom [illegible] are boarders. It follows a curriculum to "O" level.

For further details of this appointment, including salary and allowances, please write to Mr. G. B. B. [illegible], Gabbitas-Thring Services Ltd., 6 Sackville Street, London W1X 2BR.

Deputy Headships Senior Masters/ Mistresses

BATH
KINGSWOOD SCHOOL
DEPUTY HEAD

The post of DEPUTY HEAD will fall vacant in September 1976. Applications are invited from graduate teachers with experience in at least one post of responsibility.

Full particulars may be obtained from the Headmaster.

Applications should be submitted, with curriculum vitae and the names of three referees, by 30th November.

SUSSEX

DEPUTY HEADMASTER/HOUSEMASTER required for small "O" [illegible] tutorial boarding school, opening in N. W. Sussex country house [illegible] or May, 1976. Apply [illegible] T. C. Phillips Esq., St. Edmunds, [illegible] Rise, Bexhill-on-Sea, [illegible] TN39 3HS.

y Subject Classification

Art and Design

Heads of Department

KENT
ST. EDMUND'S SCHOOL
Canterbury
H.M.C.
(430 boys)
Required January, 1976:
MASTER to be responsible, with [illegible], for ART and CRAFTS throughout the school, including "A" and "O" level candidates. [illegible] experience essential. Temporary appointment would be considered, or permanent appointment later in the year.
Salary Burnham Scale.
Applications with curriculum vitae and names of two referees to the Headmaster.

SURREY
[illegible] SCHOOL
DIRECTOR OF ART
required as soon as possible owing to [illegible]. The Department plays a [illegible] part in the life of the [illegible]

Other Assistants

CUMBRIA
SEDBERGH SCHOOL

Required in September 1976, ART MASTER to take charge of the well-equipped and recently enlarged Painting, Pottery and Sculpture Studios. In addition to Painting and Graphics applicants should be able to teach Pottery and some three dimensional work throughout the School. Some knowledge of the History of Art would be an advantage. Accommodation available.

Apply, enclosing curriculum vitae and names of two referees to The Headmaster, Sedbergh School, Sedbergh, Cumbria.

HAMPSHIRE
FERNHILL MANOR SCHOOL
New Milton, Hampshire

MISTRESS required to take responsibility for work in ART and CRAFT throughout the school.

This could be a full or part-time post, resident or non-resident. If full-time it would be necessary at first for the person appointed to offer another subject.

Please apply to the Headmistress with full details, and names and addresses of two referees.

LONDON, N.16

Independent Girls Senior school requires January, full-time ART MISTRESS to "O" and "A" level. A knowledge of Pottery would be useful although not vital.

Apply to: Lubavitch House Schools, 107-115 Stamford Hill.

Commercial Subjects

SHROPSHIRE
QUEEN'S PARK SCHOOL
Oswestry
Required January, 1976:

Part-time MISTRESS (3 days per week) to teach TYPEWRITING and SHORTHAND (Pitman). Ability to offer other commercial subjects an advantage.

Apply Principal.

SHORTHAND Teacher required, well-known Secretarial College, London, S.W.7. Residence if required.—Write Box TES 1952, The Times, WC1X 8EZ.

Domestic Subjects

OXFORDSHIRE
SIBFORD SCHOOL
Sibford Ferris, Banbury OX15 5QL
(Coeducational Boarding School 360 pupils)

Required for January, 1976, a TEACHER for HOME ECONOMICS who will act as ASSISTANT HOUSEMISTRESS in a House for 40 girls.

Salary Burnham scale according to experience, with special allowance for House responsibilities.

Application forms and further details from the Headmaster.

SURREY
PRIOR'S FIELD
Godalming
Girls' Independent Boarding and Day School of 310 pupils (11-18 years)

Requires in January, 1976, a full-time TEACHER of NEEDLEWORK.

Applications in writing with the names of two referees to the Headmistress.

English

Heads of Department

HERTFORDSHIRE
ST. ALBANS SCHOOL
(Direct grant)

Required in January or May, a HEAD of the ENGLISH DEPARTMENT. An appointment for September would also be considered.

Further details from the Headmaster, Abbey Gateway, St. Albans, Herts AL3 4HB, to whom applications should be sent with curriculum vitae and the names of two referees.

PERTHSHIRE
GLENALMOND

HEAD of ENGLISH required for September, 1976. Experienced and well qualified man sought to run the Department and teach English to University Scholarship level. Wide scope for developing Drama.

Free married or bachelor accommodation provided.

Apply with curriculum vitae, naming two or more referees, to the Warden, Trinity College, Glenalmond, Perthshire, from whom further details of the post can be obtained.

Other Assistants

CORNWALL
TRURO CATHEDRAL SCHOOL

Required for January, MASTER to teach ENGLISH to "O" and "A" level, and to take charge of Library. Add Games or other speciality. Burnham Scale.

Write with curriculum vitae and names of referees.

HERTFORDSHIRE
ST. ALBANS SCHOOL
(Direct Grant)

Required in January, a GRADUATE to teach ENGLISH at all levels in the school for one or two terms.

Details from the Headmaster, Abbey Gateway, St. Albans, Herts, AL3 4HB, to whom applications should be sent with curriculum vitae and the names of two referees.

LONDON, S.E.7.

ENGLISH TEACHER (FEMALE) required for Spanish School (ages five to 14). Primary experience essential. Knowledge of Spanish preferable.

Write with curriculum vitae to *the Headmistress*, Colegio Cañada Blanch, 151 Charlton Road, S.E.7.

LONDON, W.6

Required to commence Spring Term 1976, MASTER or MISTRESS to teach ENGLISH to "O" level. Small mixed classes. Mornings only. Permanent appointment.

Applications in writing to the Headmistress, Corona Stage School, 16 Ravenscourt Avenue, Hammersmith, London W6 0SL.

NOTTINGHAMSHIRE

Required for January, male ENGLISH TEACHER with Mathematics to Middle School. Some boarding duties. Small school in the country. Free cottage available.

Apply Rodney School, Kirklington, [illegible] 81 [illegible]

SOMERSET
KING'S SCHOOL BRUTON
JUNIOR SCHOOL

A qualified TEACHER required in April 1976 to teach ENGLISH up to C.E. and P.S. Scholarship level and a second subsidiary subject. Ability to coach football (rugby and/or soccer) and cricket a strong recommendation. Help with accommodation available. Government Superannuation. School (above Burnham 1) Salary Scale.

Apply with names of two referees and curriculum vitae to The Headmaster, Hazlegrove House, Sparkford, Yeovil, Somerset BA22 7JA.

SUSSEX
SEAFORD COLLEGE
Petworth

Required in January Graduate MASTER to teach ENGLISH to "O" and "A" level in well-established department. Bachelor accommodation available.

Particulars and application form from Headmaster's secretary.

Geography

HERTFORDSHIRE
ST. COLUMBA'S COLLEGE
14, St. Stephens Hill, St. Albans, Hertfordshire AL1 2EB

GEOGRAPHY MASTER required for January, 1976.

Qualified TEACHER to teach GEOGRAPHY from Form 2 to Form 6 required.

St. Columba's College is an Independent Roman Catholic College fully recognized as efficient by the Ministry of Education. 670 boys.

Salary according to qualifications and experience.

Apply to Headmaster with full particulars and names of two referees.

KENT
ST. STEPHEN'S COLLEGE
North Foreland, Broadstairs
Required for January, 1976:

Full-time qualified GEOGRAPHY SPECIALIST for full secondary school range to C.S.E. and "O" level. Graduate preferred.

Burnham scale and Government superannuation. Resident (for lady teachers only) or non-resident.

Applications including the names of referees to the Headmistress.

PERTHSHIRE
GLENALMOND

Wanted for September, 1976, GRADUATE to teach GEOGRAPHY throughout the school to University Entrance level. Opportunities for Field Work excellent. A subsidiary subject and outside interests will be assets. Free accommodation available for bachelor or married man.

Apply to the Warden, Trinity College, Glenalmond, Perthshire, with full particulars and names of two or more referees.

WARWICKSHIRE
RUGBY SCHOOL

There will be a vacancy in September, 1976, for a MASTER to teach GEOGRAPHY throughout the school up to University Scholarship level. Single or married accommodation available.

Applicants should write, enclosing curriculum vitae and the names of two referees, to the Headmaster, School House, Rugby.

History

BERKSHIRE
DOUAI SCHOOL
Upper Woolhampton, Reading
RG7 5TH
Required for January, 1976:

ASSISTANT GRADUATE MASTER to teach HISTORY to Advanced and Scholarship level, English to at least "O" level and some General Studies (especially Current Affairs). He will be required to help with Games (especially soccer and cricket). Good qualifications and experience essential.

Burnham salary Now Scale 2 plus £276 p.a. Douai Allowance. Government superannuation. Non-Resident post.

Apply in writing to the Headmaster.

OXFORD
ST. EDWARD'S SCHOOL

A MASTER is required to teach HISTORY throughout the school, including Sixth Form and Scholarship work. Graduates under 30 years of age preferred. Ability to teach politics would be an asset. Strong prospect of succession to the Headship of Department within the next few years.

Application forms from the Warden, St. Edward's School, Oxford OX2 7NN.

RICHMOND
HAMPTON SCHOOL
Day School
810 boys, 210 in Sixth Form

Required for January, 1976, GRADUATE to teach HISTORY throughout the school. Salary, Burnham plus. Scaled post for suitably qualified candidate.

Applications with the names of *two referees to the Headmaster*, Hampton School, Hanworth Road, Hampton, Middlesex.

Mathematics

Heads of Department

KENT
BETHANY SCHOOL
Goudhurst
(S.H.M.I.S.: 275 boys; 11 to 18; see P.S.Y.B., page 723)

Required for September, 1976, owing to retirement, a MASTER with some experience to be HEAD of MATHEMATICS.

Boarding school commitment vital. State other interests.

Full details from Headmaster.

Other Assistants

BERKSHIRE
ETON COLLEGE

Required for September, 1976, a MASTER (for one term only) to teach MATHEMATICS to G.C.E. "A" level. Accommodation provided.

Apply, sending curriculum vitae and the names of two referees, to the Headmaster, Eton College, Windsor, Berkshire, from whom further details can be obtained.

CHESHIRE

ASSISTANT MASTER required in January to teach MATHEMATICS in Middle School and C.E. level. Assistance with games an asset.

Large ground-floor flat available.

Salary: Burnham Scale.

Apply with details to Headmaster, Lees School, Hoylake, Cheshire.

DERBYSHIRE
REPTON SCHOOL

MATHEMATICIAN (GRADUATE) required for September, to teach at all levels. Good prospects for well-qualified man, but experience not essential. Accommodation (single or married) available.

Apply with full curriculum vitae and names of three referees to the Headmaster, The Hall, Repton, Derby.

LONDON, W.13
EALING COLLEGE UPPER SCHOOL
83 The Avenue W13 8JS

Required immediately, MASTER to teach MATHEMATICS to "A" level.

Apply to Headmaster. Tel. 01-997 [illegible].

NORTHAMPTONSHIRE
WELLINGBOROUGH SCHOOL

Required for April or September, 1976, a MASTER to teach MATHEMATICS to "A" "S" level. The S.M.P. syllabus is followed throughout the school. Salary Burnham scale according to qualifications and experience.

Assistance with extra-curricular activities and tutoring in a boarding house welcome. Accommodation is available for a bachelor.

Applications with the names of two referees to the Headmaster, The School, Wellingborough, from whom further details are available.

WARWICKSHIRE
THE KINGSLEY SCHOOL
Leamington Spa
Independent Public School for day girls and boarders
Required in January, 1976:

GRADUATE to share the teaching of MATHEMATICS throughout the Senior School up to "A" level. Modern syllabus. The post is permanent for suitable candidate, or could be temporary for two terms. Burnham Scale with Government Superannuation.

Apply by letter with names of two referees and curriculum vitae to the Headmistress.

MASTER/MISTRESS required for 1976 to teach MATHEMATICS up to "O" level. Write Box TES 1932, The Times WC1X 8EZ.

Modern Languages

BERKSHIRE
ETON COLLEGE

Required for September, 1976 a MASTER to teach GERMAN, with FRENCH as second language, to scholarship level. Accommodation provided.

Apply, sending curriculum vitae and the names of two referees, to the Headmaster, Eton College, Windsor, Berkshire, from whom further details can be obtained.

DERBYSHIRE
REPTON SCHOOL

MODERN LINGUIST (GRADUATE) required for September, to teach French at all levels. Second language or other subject desirable but not essential. Accommodation (single or married) available.

Apply with full curriculum vitae and names of three referees to: The Headmaster, The Hall, Repton, Derby.

KENT

Required September, 1976—a young qualified FRENCH MASTER with experience up to Common Entrance and Public School standard and with the ability to prepare boys for the new Oral French Examination. Full-time resident or non-resident. *Ability* to coach games and to take part in out of school activities; a Scouter would be particularly welcome. Salary based on Burnham.

Apply with curriculum vitae and names, addresses and telephone numbers of two referees to: The Headmaster, Holmewood House School, Langton Green, nr. Tunbridge Wells, Kent TN3 0EB.

LONDON, NW7 1QS
MILL HILL SCHOOL

Required in January, for two terms with the possibility of a permanent appointment, a GRADUATE TEACHER of FRENCH with GERMAN.

The school has exchanges, a language laboratory, and a Section Bilingue, teaching History and Geography through the medium of French. Wide extra-curricular opportunities for talent and enthusiasm, in sport, music and much else.

Accommodation possible.

Apply to the Headmaster with the names of two referees.

SUSSEX BN25 4LP
MICKLEFIELD SCHOOL
Seaford

Required in January, 1976, a GRADUATE to teach GERMAN and FRENCH to "O" and "A" levels. Burnham Scale and Government Superannuation. Non-resident.

Applications with the names of two referees should be sent to the Headmistress.

SUSSEX

GERMAN "A" level TEACHER required at Eastbourne College, Sussex, for two terms from January.

For details write to the Headmaster giving details of experience and the names of two referees.

SUSSEX
MAYFIELD COLLEGE
Mayfield.

R.C. Boarding and Day School for Boys (11-18 years) 360 boys. Teaching staff 30.

Required for January, 1976, a TEACHER of FRENCH to "O" level. The successful candidate may be required to assist in other subjects and take a full and active part in school life. Scale 1 Burnham. Government superannuation.

Apply to the Headmaster, giving names of two referees.

Music

Heads of Department

LONDON, S.W.1
WESTMINSTER SCHOOL

The post of DIRECTOR OF MUSIC will become vacant in September, 1976. The School has its own salary scale. Accommodation is available. Free education at Westminster for the sons of masters.

Applications to the Headmaster from whom full details can be obtained.

PLYMOUTH
PLYMOUTH COLLEGE
(H.M.C.)

(650 boys. Sixth Form 180)
Required for September, 1976, DIRECTOR of MUSIC, to take charge of a large well-equipped Department. Salary point on Burnham Scale according to experience.

Applications to the Headmaster, Plymouth College, Ford Park, Plymouth PL4 6RN, from whom full details may be obtained.

Other Assistants

BOLTON
BOLTON SCHOOL
(H.M.C. 980 boys)

MUSIC TEACHER required (part-time) for two terms from January 1976, to take class music in the 11 to 13 age group and individual piano tuition. Ability to help with orchestral and choral groups an advantage.

Salary based on Burnham Scale 1.

Please apply as soon as possible to the Headmaster, Bolton School, Chorley New Road, Bolton BL1 4PA, with full details of qualifications, experience and names of referees.

CROYDON
TRINITY SCHOOL

(Independent: H.M.C.: 750 boys) Required for January or April, 1976, STRING PLAYER as ASSISTANT DIRECTOR OF MUSIC. The post involves training orchestras and other ensembles, individual instrumental tuition, some teaching of optional music sets and some administrative work. The school has a thriving musical life with a visiting staff of 20 instrumental specialists: about a third of the boys have instrumental lessons at school. There are regular concerts and many of the instrumentalists play with Trinity Boys' Choir in public concerts, broadcasts and recordings.

Whitgift Foundation salary scale (above Burnham). Help with removal expenses. Possibility of accommodation.

Applications (no forms) with names of two referees, to the Headmaster, Trinity School, Shirley Park, Croydon CR9 7AT.

HERTFORDSHIRE
HAILEYBURY COLLEGE

Resident MUSIC MASTER required in January or April to teach violin and run the String Orchestra.

Apply with references to the Master, Haileybury, Hertford.

HERTFORDSHIRE
THE PRINCESS HELENA COLLEGE FOR GIRLS
Temple Dinsley, Preston
Near Hitchin

Required in January or May or September 1976, a RESIDENT or quasi-resident GRADUATE TEACHER of MUSIC.

Apply: Headmaster.

LONDON, N.W.3

MUSIC TEACHER part time for Junior Piano and singing.

Apply with qualifications to the Headmaster, The Hall School, Hampstead, N.W.3.

Pastoral

HERTFORDSHIRE
QUEENSWOOD SCHOOL
Brookmans Park, Hatfield
Required in September, 1976:

HOUSEMISTRESS to take charge of a boarding house of approximately 45 girls aged from 11 to 16 years; vacancy due to promotion of present holder. No matrons duties or nursing responsibility involved. The post can be non-teaching or teaching (please state subject offered; preference is Latin).

Good accommodation available; salary according to qualifications and experience. Queenswood is an Independent Boarding School 16 miles from London.

Applications to be sent to the Headmistress giving names of two referees.

OXFORD
OXFORD HIGH SCHOOL
(G.P.D.S.T.)
(Direct grant: 500 girls)
Belbroughton Road, Oxford OX2 6XA

Applications are invited for the post of resident ASSISTANT to the HOUSEMISTRESS, to share in the general supervision of the boarding house for 50 girls. Commencing salary from £800 plus residence. Bed-sitting room provided.

Apply in writing to the Headmistress, giving curriculum vitae and names and addresses of two referees.

Physical Education

Heads of Department

SUSSEX
MAYFIELD COLLEGE
Mayfield.

R.C. Boarding and Day School for Boys (11 to 18 years, 360 boys) Teaching staff 30.

HEAD of PHYSICAL EDUCATION DEPARTMENT required for January. Ability to teach a wide range of activities with special emphasis on RUGBY, CRICKET and ATHLETICS. Experienced applicant preferred but consideration given to a recently-qualified teacher. Residential single accommodation available. Government superannuation. Burnham Scale II.

Apply to the Headmaster, for further details giving names of 2 referees.

Other Assistants

BUCKINGHAMSHIRE
WYCOMBE ABBEY
High Wycombe

Wanted in April or Possibly September, qualified PHYSICAL EDUCATION MISTRESS. *Ability to* teach Lacrosse, Tennis, Swimming and Gymnastics essential, trampoline a help. Burnham Scale.

Apply with testimonials to the Headmistress.

DUMFRIESSHIRE
BURNBRAES SCHOOL
Moffat

Required for April, 1976, GAMES MISTRESS to be responsible for PHYSICAL EDUCATION throughout the school.

Letters of application with names of two referees to the Headmistress.

HAMPSHIRE
ROOKWOOD SCHOOL
Andover

(Independent Day and Boarding, 190 pupils 4½ to 18 years—boys to age 8)
PHYSICAL EDUCATION MISTRESS required for January, 1976. Facilities for tennis, rounders, netball and hockey, also new school hall equipped for gymnastics and large outdoor swimming pool. Burnham Scale 1, residential if required.

Applications to the Headmistress.

HAMPSHIRE
LORD MAYOR TRELOAR COLLEGE
Froyle, Alton, Hants
140 Physically Handicapped boys of average and above ability.
Required for January or April, 1976:—
PHYSICAL EDUCATION MASTER. Accommodation available.

A temporary appointment for Spring Term would be possible.

Further details and application form available from the Headmaster.

LONDON

Part-time TEACHER required in January for GYMNASTICS classes two mornings.

Apply to Headmistress, Sarum Hall School, 15 Eton Avenue, London NW3 3EP.

WORCESTERSHIRE
ELLERSLIE SCHOOL
Malvern

(*Independent boarding school for about 270 girls*)

Required *for spring term*, 1976: Full-time PHYSICAL EDUCATION ASSISTANT to teach dance, gymnastics, netball, lacrosse, swimming, tennis and rounders throughout the school. Accommodation available in *return for residential duties if* desired.

Applications, with names of two referees, to the Headmistress as soon as possible.

Science

Heads of Department

LIVERPOOL 23
MERCHANT TAYLORS' SCHOOL
Crosby

(Direct Grant School—Over 200 in the Sixth Form)
Required in September 1976:
A well qualified and experienced GRADUATE for the HEADSHIP of the DEPARTMENT of BIOLOGY.

Biology is taught throughout the school with substantial "O" and "A" level work. There are 35 boys in the Biological Sixth Form and two new Biological Laboratories have just been opened in a new Science wing.

Salary: Burnham Scale at least Grade III. Ability to help with games (Rugby or Cricket) a strong recommendation.

Applications with names of three *referees to be* sent immediately to the Headmaster.

ALBYN SCHOOL FOR GIRLS
Aberdeen

HEADMISTRESS

The Governors of Albyn School for Girls invite applications for the post of Headmistress which falls vacant in August, 1976, following the retirement of Miss Dorothy R. Kidd.

Albyn School, a Grant-Aided School which is to become Independent, has 450 girls, aged 4-18, including 60 Boarders.

Details of the post and method of application may be obtained from the Secretaries, Messrs. Paull & Williamsons, Advocates, 6 Union Row, Aberdeen AB9 6DQ.

Completed application forms should be returned to the Secretaries by 5th December, 1975.

INDEPENDENT
Science continued

Other Assistants

DAVIES'S
47 Cromwell Road, Hove
BN3 3EU
Tel. Brighton 735160 (0273)

Wanted for January to teach to "A" level, qualified graduate TEACHERS for:
- MATHEMATICS.
- PHYSICS.
- BIOLOGY.
- ECONOMICS.

The vacancies arise due to expansion. In each case there is a possibility for the person appointed to take over as Head of Department. Tutorial groups are small, usually only six students, and facilities are good.

Please write for further details giving a brief outline c.v., with the names and telephone numbers of two referees.

DEVON
GRENVILLE COLLEGE
Bideford

(An Independent School governed by the Woodard Corporation with 325 boys, including 52 day boys) Required for January, 1976, a GRADUATE to teach BIOLOGY at all levels. Second in Department.

Burnham Scale 2 post for a suitable candidate.

Ability to assist with Games or Duke of Edinburgh Award programme an advantage.

Resident or non-resident, with nominal charge for accommodation.

Apply to the Headmaster, Grenville College, Bideford, Devon, with details of career and the names of two referees.

DORSET
CANFORD SCHOOL

There will be a temporary vacancy in January, 1976, for two terms, for a man or woman to teach PHYSICS up to Advanced level. Single or married accommodation available.

Applications, with curriculum vitae and the names of two referees, should be sent to the Headmaster, Canford School, Wimborne, Dorset.

KENT
BETHANY SCHOOL
Goudhurst, Kent

(B.H.M.I.S.: 275 boys 11 to 18; see P.S.Y.B. p.725) Required, a MASTER to teach mainly BIOLOGY at all levels from January next. Either temporary for one or two terms or permanent from either January, April, or September. Possibility of Head of Science for experienced candidate. State other interests.

Full details from Headmaster (Goudhurst 273).

MIDDLESEX
ST. DAVID'S SCHOOL
Ashford

Required January, 1976, a GRADUATE and qualified ASSISTANT MISTRESS to teach part-time both PHYSICS and CHEMISTRY to C.S.E. level at least. Possibility of some Advanced level work later to suitable applicant.

Apply as soon as possible with full details to the Headmistress giving the names of two referees.

NORFOLK
ECCLES HALL SCHOOL
Quidenham, Norwich NR16 2PA

Required for January, non-resident MASTER to teach GENERAL SCIENCE and/or BIOLOGY. Burnham Scale. Government superannuation.

Applications and names of referees to Headmaster.

NORFOLK
CAWSTON COLLEGE

Required in January or April 1976 A MASTER to take charge of teaching CHEMISTRY to G.C.E. "O" level and C.S.E. with some junior Mathematics. Own salary scale. Possibility of accommodation. Ability to take an active part in games and out-of-school activities a definite asset.

Application with curriculum vitae and names and addresses of two referees should be sent to the Headmaster, Cawston College, Norwich NR10 4JD.

SURREY
BOX HILL SCHOOL
Mickleham, Dorking, Surrey

(Recognised by the Department of Education and Science. Co-ed School run on Gordonstoun lines) Required January 1976: GENERAL SCIENCE TEACHER up to C.S.E. level. Resident or non-resident.

Burnham and state superannuation.

Apply Headmaster, quoting two referees and stating activity interests.

WARWICKSHIRE
RUGBY SCHOOL

There will be a vacancy in September, 1976, for a MASTER to teach PHYSICS at all levels. The Nuffield Course is used at Advanced level. Single or married accommodation available.

Applicants should write, enclosing curriculum vitae and the names of two referees, to the Headmaster, School House, Rugby.

Technical Studies

BANFFSHIRE

An unusual vacancy for an exceptional man.

TEACHER of ARTS and CRAFTS and TECHNICAL SUBJECTS required (January if possible) to:

(i) teach 8-13½ year olds (revitalise existing dept.).

(ii) Undertake day to day maintenance of Georgian mansion and estate (school) buildings.

(iii) Join fully into life and activities of co-ed boarding preparatory school.

Accommodation for bachelor in school. Limited married accommodation available.

Apply with full details and C.V. to E. J. N. T. Coghill, Aberlour House, Aberlour, Banffshire AB3 9LJ.

Other than by Subject Classification

CARDIFF
THE CATHEDRAL SCHOOL
Llandaff

Permanent post from January, 1976, for a MASTER to teach ENGLISH and Latin.

Apply for details to the Headmaster or ring Cardiff 563179.

HAMPSHIRE
HILSEA COLLEGE

Required January, resident MASTER to teach FRENCH and LATIN to "O" level.

Apply in writing to the Headmaster, Hilsea College, Oakley Hall, Basingstoke RG25 3EJ.

LONDON

Part-time TUTOR in ENGLISH and FRENCH to prepare small groups of girls for "O" level.

Two day weekly.

Permanent post starting January. Miss Dixon & Miss Wolfe, Tutors, 25, Victoria Street SW1H 0EX. Tel.: 01-222 7117 (or 01-658 1188 evenings and weekends).

GABBITAS-THRING SERVICES LTD.
6, 7 & 8, Sackville Street
London W1X 2BR
Telephone 01-734 0161
are seeking well-qualified, experienced School Teachers for posts in
INDEPENDENT SCHOOLS
No fee whatever is payable by candidates for teaching posts

Preparatory Schools

By Subject Classification

Art and Design

HAMPSHIRE
ROOKESBURY PARK SCHOOL
Wickham

(Recognised Independent Preparatory School for 200 pupils, including 100 boarders) A.H.M.P.S.

Required in January 1976: Qualified, experienced MISTRESS, preferably resident to teach PRACTICAL CRAFTS (including Pottery) and some Art.

Burnham Scale with Government superannuation.

Apply with full particulars and references to the Headmistress.

Mathematics

KENT
HOLMEWOOD HOUSE
PREPARATORY SCHOOL

Required January, April or September, 1976. A qualified MATHEMATICS MASTER with experience up to Common Entrance and Public School Scholarship standard. Full-time resident or non-resident.

Ability to coach games and to take part in out of school activities: a Scouter would be particularly welcome. Salary based on Burnham.

Apply with curriculum vitae and names, addresses and telephone numbers of two referees to: The Headmaster, Holmewood House School, Langton Green, Nr. Tunbridge Wells, Kent TN3 0EB.

STAFFORDSHIRE

Midlands I.A.P.S. School urgently requires young MATHS GRADUATE.

Help with all games.

Assistance in moving home.

Generous salary, well above Burnham.

Government superannuation.

Telephone: Newcastle, Staffs 619348.

SUSSEX
LADYCROSS SCHOOL
Seaford

An experienced TEACHER of MATHEMATICS is required for January in this I.A.P.S. Catholic boarding school. An interest in games would be an advantage.

This is a resident position, with married or single accommodation. Salary based on Burnham, with Government Superannuation.

Applications in writing to the Headmaster.

Modern Languages

SURREY

Required for January, 1976, by I.A.P.S. prep school, qualified ASSISTANT MASTER to take Junior FRENCH with 7-10 year old boys. Also Games with 7-13 year old boys. Burnham Scale plus Government superannuation.

Apply in writing with curriculum vitae and names of referees to the Secretary, Cranmore School, West Horsley, Surrey, KT24 6AT.

WELL qualified Master required to take over French Department in September, 1976. Accommodation available. Please write: Headmaster, Ashdown House, Forest Row, Sussex.

Music

Heads of Department

DERBYSHIRE
HILLSTONE
Malvern

MUSIC—HEAD of DEPARTMENT required in April 1976 in boarding Boys' Preparatory School. Resident or non-resident, experience in Choir training important. Burnham scale.

Apply with full details to Headmaster, Hillstone, Malvern WR14 2HF.

Other Assistants

SUSSEX

Resident MUSIC MISTRESS required for January.

Apply to the Headmaster, Vinehall School, Robertsbridge, Sussex TN32 5JL.

Other than by Subject Classification

BERKSHIRE
CLAIRES COURT
I.A.P.S. Day School (190 boys)
Ray Mill Road East
Maidenhead

Required January, 1976:— Young qualified CLASS TEACHER for eight to nine year olds.

Salary according to Burnham. Government Superannuation.

Please apply, in writing, with full curriculum vitae, recent testimonials and the names of two referees to the Headmaster.

BERKSHIRE
PRESENTATION COLLEGE
Preparatory Department
63 Bath Road, Reading
Berkshire RG3 2BB

A MASTER will be required in January, 1976, to take charge of a class of nine-year-old boys. French and games an advantage. Burnham Scale 1 and superannuation.

Presentation College is a recognized Independent Roman Catholic grammar school.

Applications with full details and the names of two referees to the Headmaster.

BRADFORD
BRADFORD GIRLS' GRAMMAR SCHOOL
PREPARATORY DEPARTMENT
Squire Lane, Bradford BD9 6RB

Required for January 1976, MISTRESS to teach 4-5-year-olds.

Burnham Scale.

Please apply to the Headmistress stating qualifications and experience and giving two names for reference.

CUMBRIA
EARNSLAW SCHOOL

Arnside, via Carnforth, Lancs. Required for January: A young qualified person to teach GEOGRAPHY and HISTORY and to coach GAMES, GYMNASTICS and SWIMMING in a boys' preparatory school near the Lake District.

Vacancy due to present person's promotion.

Two-bedroomed cottage available. Burnham Scale and Superannuation.

Apply in writing with curriculum vitae to the Headmaster.

ESSEX
OXFORD HOUSE
Colchester

MONTESSORI TEACHER experienced, mature and enthusiastic required in January for small class four to six-year-olds in co-educational nursery and preparatory: 2½ to 11 plus. Short term single or married accommodation possibly available.

Apply the Principal, 2-4 Lexden Road, Colchester CO3 3NE, stating full curriculum vitae.

SCOTTISH BORDER
ST. NINIAN'S
Moffat, Dumfriesshire

(I.A.P.S., 80 boys, all boarders) Requires in January MASTER or MISTRESS to teach GENERAL SUBJECTS, especially ENGLISH, to bottom two forms (aged seven to nine) in old fashioned prep. school where high academic standards still demanded/achieved in disciplined but friendly environment. Keenness on games/hobbies an asset: full involvement in school community life essential. Married single accommodation available.

Rewarding job for real enthusiast of traditional outlook.

BOYS' Preparatory Parents desiring vacancies men and women seeking appointments, also Matrons Assistant Matrons, should to M. P. Davison, Secretary, I.A.P.S., 138 Street, Kensington, London

Colleges of Further Education

Heads of Department

CITY OF MANCHESTER
EDUCATION COMMITTEE
FIELDEN PARK COLLEGE OF FURTHER EDUCATION
HEAD OF DEPARTMENT PRINTING—GRADE
(Salary, £5,662-£6,

The Department is at present providing courses leading to the City and Guilds of London Institute's Basic Craft Certificate, a C Star and Technician Course. An integrated full-time course is also provided in conjunction with the Printing and Publishing Industry Training Board.

Proposals to work now JAC Scheme are active consideration.

At present, areas of comprise:
- Composing subjects.
- Letterpress Machine
- Lithographic platemaking printing.
- Print finishing and warehouse work.

Application forms may be obtained from the Senior Administrative Officer, Fielden Park College of Further Education, Moor Road, West Didsbury, Manchester M20 stamped addressed foolscap envelope should be whom they should be returned by 21st November, 1975.

Other Appointments

BARKING

(London Borough of) BARKING COLLEGE OF TECHNOLOGY LECTURER Grade I needed 1st January, 1976, to teach and CREATIVE WORK ERAL STUDIES. This is a ary appointment in the first instance.

Burnham Salary scale London Weighting.

Application forms and details from the Registrar, College of Technology, Road, Romford, Essex, (Rom. 66841). Completed forms be returned to him within of this advertisement.

BRIGHTON TECHNICAL COLLEGE
(Principal:
L. H. Farnsworth, M.A., B.Sc.
East Sussex

Appointment of
VICE-PRINCIPAL

Applications are invited for 1st May, 1976, for the post of Vice-Principal of Brighton Technical College on the retirement of the present Vice-Principal.

Salary £9,483 p.a. (Group 7) under 1975 Burnham F.E. Report.

Further particulars and application forms obtainable from Chief Education Officer, PO Box 4, County Hall, St. Annes Crescent, Lewes, Sussex BN7 1SG.

Closing date 21st November, 1975.

LEEDS CITY COUNCIL
DEPARTMENT OF EDUCATION

THOMAS DANBY COLLEGE
Czar Street, Leeds LS11 9PR
Principal: B. J. Boffey, Ph.D. (Tel. No. 452401)

Applications are invited from suitably qualified and experienced teachers for the post of

VICE-PRINCIPAL

in this Group 4 College.

The salary paid will be £7,329 per annum. It is anticipated that the successful applicant will have a degree or equivalent qualification and will have had considerable teaching and management experience in Further Education; industrial or commercial experience will be an asset. Further details and application forms can be obtained from the undersigned to whom they should be returned not later than 30th November, 1975.

R. S. Johnson,
Director of Education,
Department of Education,
Great George Street,
Leeds LS1 3AE.

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a/b = c
The Crucial equation of Recruitment Advertising

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b = number of replies received
c = cost per reply.

On average, more teachers answer advertisements for secondary education appointments placed in The Times Educational Supplement than any other educational publication. So the average cost per response is lower too, because TES advertisement rates are very competitive.

It all goes to show what you probably know already . . . no other educational journal approaches the success of the TES in finding the right teacher for a vacant post at the lowest possible cost.

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EDUCATIONAL SUPPLEMENT

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Liverpool

RIVERSDALE COLLEGE OF TECHNOLOGY
LIVERPOOL L19 3QR Tel. 051-427 1227

Applications are invited for the following posts:

TWO LECTURERS Grade I (Temporary) for ELECTRONICS AND RADIO

Applicants must be capable of teaching practical work and radio or television servicing experience could be an advantage.

LECTURER Grade I in NAVIGATION
(READVERTISEMENT)

Applicants must be appropriately qualified and experienced to contribute to the work of navigation cadet courses.

All three posts are immediately available.

Salary: £2,469 - £4,377 p.a.

Commencing salary to be determined by previous industrial and/or teaching experience and approved qualifications.

Further particulars and application forms, returnable within 14 days of the appearance of this advertisement, may be obtained from the Principal.

KENT County Council
Education Committee

MAIDSTONE COLLEGE OF ART

APPOINTMENT OF

VICE-PRINCIPAL

Applications are invited from men and women for the post of Vice-Principal at the Maidstone College of Art with effect from the 20th April, 1976. The College has over 250 full-time students and offers Degree work in Fine Art (Painting, Sculpture and Film making) and Graphic Design, together with a successful Foundation Year: It is also the centre for printing education in Kent. Salary will be for a Group 3 Vice-Principal under the current Burnham Further Education Scales (£6,690-£7,155 according to unit total).

Further particulars and application forms (returnable by 28th November, 1975) are obtainable from the Clerk to the Governors, Maidstone College of Art, Divisional Education Office, Astley House, Hastings Road, Maidstone ME15 7SQ.

Highbury Technical College
PORTSMOUTH

Hampshire Education Authority

Principal Lecturers
£5,940 to £6,642 p.a.

Two new appointments, required as soon as possible:

1. Department of Mechanical Engineering; to assist in the management of this large department.
2. Department of Hotel-keeping & Catering; to be responsible for Accommodations Operations and a member of a team to design a new degree course in association with Portsmouth Polytechnic.

Application forms and further details from: The Secretary, Highbury Technical College, Cosham, Portsmouth PO6 2SA. (Cosham 83131, Ext 247.)

EDUCATION DEPARTMENT

Wigan College of Technology
Department of Commerce and Economics

LECTURER Grade I
in SECRETARIAL STUDIES

Salary Scale: £2,469-£4,377

Candidates should be well qualified to teach Shorthand, Typewriting and Office Practice.

Further particulars and application form from the Registrar, Wigan College of Technology, Parson's Walk, Wigan WN1 1RR, by the 21st November, 1975.

Metropolitan Borough of WIGAN

South East London College
seltec

Department of Construction
Breakley Bridge Road, Lower Sydenham SE26 5BD

Lecturer Grade II in Gas Fitting & Plumbing (Ref. CON. 13)

To teach Gas Fitting and Plumbing to C. & G. Advanced level. Applicants should have suitable qualifications and experience. A knowledge of heating and ventilating would be an advantage. The person appointed may be required to attend a part-time teacher training course.

Salary scales in accordance with the Burnham (F.E.) Report: Lecturer Grade II: £3,279-£5,493, plus London Allowance £351. Assistance may be given towards household removal expenses.

ilea *Application forms, returnable within two weeks of the date of this advertisement, and further particulars, from the Senior Administrative Officer, SELTEC, Lewisham Way, London SE4 1UT. It is essential to quote the reference number.*

Derby College of Art and Technology

Lecturer Grade II/I in Physiology

to contribute mainly to BSc degree courses.

Salary scales: Lecturer Grade II: £3,279-£5,493 p.a.
Lecturer Grade I: £2,469-£4,377 p.a.

Point of entry on the scale dependent upon qualifications and experience.

Forms of application and further particulars of the post may be obtained from: The Principal, Derby College of Art and Technology, Kedleston Road, Derby DE3 1GB, to whom they should be returned by Monday, 17th November, 1975.

London Borough of Bexley

ERITH COLLEGE OF TECHNOLOGY
Tower Road, Belvedere, Kent DA17 6JA

Principal:
D. F. Glover, M.A., B.Sc., F.C.I.S., M.B.I.M.

Applications are invited for the following posts to take effect as soon as possible Stages I and II of a new College on a magnificent site near the existing College are now complete and in full occupation.

LECTURER GRADE II IN CONSTRUCTION TECHNOLOGY

Required to teach technology to students preparing for R.I.C.S. and similar examinations. Appropriate qualifications and industrial experience essential. (Ref. B.1).

LECTURER GRADE I IN LAND ECONOMICS

Required to teach Land Economics and related subjects on R.I.C.S. and similar courses. Applicants should hold an appropriate degree or equivalent qualification. (Ref. B.2).

LECTURERS GRADE I (3 Posts) IN BUILDING CRAFTS

(a) BRICKWORK (Ref. B.3).
(b) CARPENTRY AND JOINERY (Ref. B.4).
(c) PLUMBING (Ref. B.5).

to teach to Advanced Craft and, possibly, F.T.C. level. Applicants should hold a Full Technological Certificate or equivalent.

LECTURER GRADE I IN SECRETARIAL STUDIES

Required to teach Pitman Shorthand and Typewriting to R.S.A. Stage III standard in a large Secretarial Studies Division. Ability to teach one other related subject an advantage. (Ref. B.S.1).

LECTURER GRADE I IN BUSINESS STUDIES

Required to teach any combination of the following subjects to Intermediate Professional level: Structure of Business; Clerical Duties; General Principles of English Law; British Constitution: Functions and Organisation of the Office; Accountings. (Ref. B.S.2).

LECTURER GRADE I IN MOTOR VEHICLE WORK

Required to teach Workshop Practice, Workshop Theory and Related Studies in Light Vehicle Craft Studies and R.T.I.T.B. Industrial Training Courses. Ability to assist in T.O.P.S. Panel-Beating and Light Vehicle Body Repair Work would be an advantage. Applicants must hold appropriate City and Guilds qualifications and have sound experience in the Trade. Some teaching or instructing experience, full or part-time, is desirable. (Ref. E.3).

LECTURER GRADE I IN CHILD DEVELOPMENT

Applications are invited from qualified nursery trained teachers to teach Child Development in N.N.E.B. and similar courses. Some visiting of students in practical nursery placements is required and willingness to offer some general non-examination English would be an advantage. (Ref. S.C.1).

LECTURER GRADE I IN CHILD HEALTH

Applications are invited from qualified Health Visitors to teach Child Health in N.N.E.B. and similar courses. Some visiting of students in practical placements is required and an interest in Social Studies would be an advantage. (Ref. S.C.2).

LECTURER GRADE I IN ART

Required to join a team of full-time art specialists and to develop the Graphic/Photographic section of the Foundation "A" level Art Course. Ability to teach general art and design to hairdressing and social care students is also required and an interest in History of Art would be an advantage. Good qualifications and some teaching experience (full or part-time) essential. (Ref. S.C.3).

BURNHAM TECHNICAL SALARY SCALES
(including London Allowance):

LECTURER GRADE II: £3,546 to £5,760 and, subject to certain conditions, to £6,222.

LECTURER GRADE I: £2,736 to £4,644 (according to qualifications and experience).

Application forms and further particulars from the Senior Administrative Officer, Erith College of Technology, Tower Road, Belvedere, Kent (Erith 42331) (quote reference of post), to whom they should be returned within two weeks of the appearance of this advertisement.

The Council operates an enhanced scheme of fringe benefits for staff, including payment of legal fees for house purchase, removal expenses and disturbance allowances.

RE-ADVERTISEMENT

Cyngor Sir DYFED County Council
EDUCATION COMMITTEE

LLANELLI TECHNICAL COLLEGE

Applications are invited for the post of:

LECTURER, GRADE 1, in HAIRDRESSING and RELATED SUBJECTS (Male or Female)

The successful applicant will be mainly concerned with the teaching of the theory and practice of hairdressing to students attending part-time and full-time courses in Ladies' Hairdressing. The possession of nationally recognized qualifications is desirable. Professional experience in the trade is essential. The ability to offer Beauty Care would be an advantage.

Salary: £2,469-£4,377

Further details and application forms available from:

The Principal, Llanelli Technical College,
Alban Road, Llanelli

Completed forms should be returned by 28th November, 1975. Applications received in response to the previous advertisement will also be considered.

CITY OF BATH
TECHNICAL COLLEGE

(In conjunction with the Bath and Gloucestershire Associations for the Study of Dyslexia)

FIVE DAY WORKSHOP
ON
TUITION METHODS WITH DYSLEXIC CHILDREN

ONE DAY AT CHELTENHAM
SATURDAY, 14th FEBRUARY, 1976

FOUR DAYS AT BATH
TUESDAY, 20th APRIL-FRIDAY, 23rd APRIL, 1976

Further particulars from:

SECRETARY, B.A.S.D.,
18 THE CIRCUS, BATH, AVON

Gwent college of higher education
coleg addysg uwch Gwent

TEMPORARY LII IN INDUSTRIAL RELATIONS AND TRADE UNION STUDIES

The successful applicant is likely to be a graduate and/or hold a post-graduate diploma in industrial relations. Knowledge of workplace industrial relations is essential and experience in teaching on shop stewards and other trade union courses a particular advantage. Subjects to be offered should include management techniques and/or industrial relations law. He will also be expected to teach Industrial Relations on the various professional and other full-time and part-time courses.

Further details and application form:—

The Dean of Administration,
Gwent College of Higher Education,
All-Yr-Yn Avenue,
Newport
GWENT, NPT 5XA.
Telephone: 51525.

Liverpool

COLQUITT TECHNICAL COLLEGE
Colquitt Street, Liverpool L1 4DB
Principal: G. H. Torrero, F.H.C.I.M.A.

LECTURER GRADE I
in Food and Beverage Service

POST NUMBER CC/4/15
SALARY: £2,469-£4,377

Applications are invited for the post of Lecturer, Grade I, to teach Food and Beverage Service and applied ancillary subjects.

Lengthy industrial experience is not considered essential, although the post requires a flexible approach and an up-to-date knowledge of the industry.

Duties to commence as soon as possible after 1st January, 1976.

Further details and application forms from the Principal, on receipt of a large stamped addressed envelope. Forms returnable within 14 days of publication date.

[illegible]

COLLEGES OF FURTHER EDUCATION continued

BARKING

(London Borough of)
BARKING COLLEGE OF TECHNOLOGY
Part-time LECTURER in E.F.L.

Applications are invited from suitably qualified persons for part-time lecturing in ENGLISH as a FOREIGN LANGUAGE, in a new project of In-Plant English Language Training for Immigrant Workers in Industry.

For further particulars please apply to the Head of the General and Social Studies Department, Barking College of Technology, Dagenham Road, Romford, Essex, RM7 0XU (Romford 66841).

BERKSHIRE

LANGLEY COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF ENGINEERING AND BUILDING
LECTURER Grade 1 CARPENTRY/JOINERY

With effect as from 1 January, 1976.

Salary: £2,469 to £4,377, plus London Allowance £141.

Candidates for this post should be suitably qualified and experienced to teach Practical, Technology and Associated Subjects up to the level of the Advanced Craft Certificate. Candidates are expected to be able to use the woodworking machines allied to the above course and are required by the Authority to either have, or be prepared to reach, the standard of the City and Guilds Craft Certificate in Machine Woodworking.

Further particulars and application forms from: The Principal, Langley College of Further Education, care of District Education Office, 48 High Street, Slough, Berks. SL1 1EN.

Closing date two weeks from appearance of this advertisement.

BOLTON

BOLTON TECHNICAL COLLEGE
Principal, A. G. Peace, B.Sc., Ph.D., C.Eng., M.I.E.E., F.Inst.P.
Ref R10 75
Readvertisement
FABRICATION ENGINEERING DEPARTMENT
LECTURER II

Applications are invited for the post of LECTURER II in the above department, which offers a wide range of fabrication courses.

The post will involve the teaching of Mathematics, Science and Technology on the Fabrication Technician courses, in addition to some subjects of the Sheet Metal and Thin Plate Craft Studies course.

Candidates should be a member of an appropriate Institute, have sound industrial experience and be an experienced teacher of the above subjects at technician level.

Salary within the range £3,279 to £5,493.

Application forms and further particulars from the undermentioned, to whom completed forms must be returned by Wednesday, November 19: Senior Administration Officer, Bolton Technical College, Manchester Road, Bolton, Lancs. BL3 5AG.

BRISTOL

BRUNEL TECHNICAL COLLEGE
DEPARTMENT OF CATERING AND COMMUNITY SERVICE

Applications are invited for the following posts:

LECTURER (Grade II) in SOCIAL WORK (Ref. 75/59) to teach Social Work Philosophy and Method as his/her main subject, to field and residential social workers and to all students [illegible] courses. The ability to offer other related subjects will be an advantage.

Applicants should be professionally qualified social work practitioners and have had wide fieldwork experience. The successful applicant will be a senior member of a team and will contribute to the development of social work and other related courses. Duties to commence as soon as possible.

LECTURER (Grade I) in CATERING SUBJECTS (Ref. 75/48) to teach professional Cookery and to assist with the teaching of food service or another ancillary subject to first-year students. Courses, full and part-time students, O.N.D., C.G.L.I. 705 and C.G.L.I. 706. Industrial experience and appropriate qualifications are required. Duties to commence 1st April 1976, but applications for 1st September 1976 will be considered.

Salary scales (Lecturer II, £3,279 to £5,493 per annum; Lecturer I, £2,469 to £4,377 per annum).

Further particulars and application forms (to be returned by 1st December 1975) from Personnel Officer, Brunel Technical College, Ashley Down, Bristol, BS7 9BU, quoting appropriate post ref. no.

BUCKINGHAMSHIRE

COUNTY COUNCIL
AMERSHAM COLLEGE OF FURTHER EDUCATION AND ART
DEPARTMENT OF TECHNICAL AND SCIENTIFIC STUDIES
LECTURER I to teach MATHEMATICS in G.C.E. "O" and "A" level students. Some knowledge of Computer Science would be an advantage. Graduate qualifications or equivalent expected.

The appointment is available from 1st January, 1976, or as soon as possible afterwards.

Salary scale (Burnham Technical) within range £2,469 to £4,377, to which is added the London Area Fringe allowance of £141 per annum.

Further particulars and application forms available from the Principal, Amersham College of Further Education and Art, Stanley Hill, Amersham, Buckinghamshire HP7 9HN, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

CAMBRIDGESHIRE

PETERBOROUGH TECHNICAL COLLEGE

DEPARTMENT OF MECHANICAL ENGINEERING

Applications are invited for the post of LECTURER Grade I in FABRICATION for January, 1976.

The person appointed will be required to teach the theory and practice of Fabrication to City and Guilds No. 216 Sheet Metal and Thin Plate Craft Studies Parts II and III.

Applicants for this post must possess an advanced City and Guilds qualification in Sheet Metal work or Fabrication and must have had several years industrial experience.

Salary according to Burnham Scales.

Forms of application obtainable from the Principal, Peterborough Technical College, Park Crescent, Peterborough, PE1 4DZ, to whom completed forms should be returned as soon as possible.

CAMBRIDGESHIRE

PETERBOROUGH TECHNICAL COLLEGE

Required for January, 1976:

(a) LECTURER Grade II for ENGLISH and COMMUNICATIONS with LIBERAL STUDIES.

(b) LECTURER Grade I for GEOGRAPHY and LIBERAL STUDIES, to teach to A.E.B. "A" level geography syllabus.

(c) LECTURER Grade I for LIBERAL STUDIES and COMMUNICATIONS/ENGLISH. Interest in multi-disciplinary approach essential.

Candidates for the above posts should be academically well qualified and have teaching qualifications and/or experience.

Salary according to Burnham Technical Scales.

Forms of application obtainable from the Principal, Peterborough Technical College, Park Crescent, Peterborough, PE1 4DZ, to whom completed forms should be returned as soon as possible.

CAMBRIDGESHIRE

PETERBOROUGH TECHNICAL COLLEGE

Required for January 1976, or earlier:

LECTURER Grade I/II in ACCOUNTING to teach Financial and/or Cost Accounting to professional and national certificate courses in the Department of Business and Management Studies.

Salary in accordance with Burnham Scales.

Further particulars and forms of application obtainable from the Principal, Peterborough Technical College, Park Crescent, Peterborough, PE1 4DZ, to whom completed forms should be returned as soon as possible.

CHESHIRE

SOUTH CHESHIRE COLLEGE

LECTURER, GRADE I, LAW
Salary £2,469 to £4,377

The College, Dane Bank Avenue, Crewe CW2 8AB. Telephone: Crewe 69133.

COUNTY OF CLEVELAND

CLEVELAND EDUCATION COMMITTEE

LONGLANDS COLLEGE OF FURTHER EDUCATION

Applications are invited for the following posts, duties to commence from January 1, 1976, or as soon as possible thereafter.

DEPARTMENT OF MECHANICAL AND ELECTRICAL ENGINEERING

LECTURER Grade I to teach mainly ELECTRICAL SUBJECTS to craft and technician students on electrical, instrumentation and telecommunication courses.

LECTURER Grade I to teach mainly WORKSHOP and MECHANICAL ENGINEERING SUBJECTS to craft and technician students up to Part III Craft and Final Technician level.

Salary scale: £2,469 to £4,377.

Financial assistance with household removal expenses is available in approved cases. Temporary housing accommodation may be available if required.

Application forms and further particulars may be obtained from the Principal at the College, Douglas Street, Middlesbrough, Cleveland TS4 2JW, to whom completed forms should be returned not later than Friday, November 21, 1975.

COUNTY OF CLEVELAND

CLEVELAND EDUCATION COMMITTEE

KIRBY COLLEGE OF FURTHER EDUCATION

Applications are invited for the following post:

DEPARTMENT OF FOOD AND FASHION
SENIOR LECTURER—Amended Advertisement

Applicants should preferably be professionally qualified, with teaching and administrative experience. The successful candidate will be required to teach an appropriate subject and to undertake general administrative duties in addition to being responsible to the departmental head for the broad administration of a section of the department's work. Any appropriate subject [illegible] would be acceptable.

Salary: £5,031-£5,965.

Placing within scale according to qualifications and experience.

Financial assistance with household removal expenses is available in approved cases. Temporary housing accommodation may be available if required.

Application forms and further details are available from the Principal, Kirby College of Further Education, Roman Road, Middlesbrough, Cleveland TS5 5PJ. Completed forms must be returned within 14 days of the appearance of this advertisement.

DEVON

EDUCATION COMMITTEE
NORTH DEVON COLLEGE
Principal: O. F. Hird, J.P., M.A., M.B.I.M.

Applications are invited for the post of LECTURER Grade I in FOOD SERVICE for a range of college courses and to be responsible for the College Restaurant, to date from 1st January, 1976. Candidates should have appropriate qualifications and experience.

The salary scale is £2,469 to £4,377 and the starting point on the scale will depend on previous experience.

There are no forms and letters of application should be sent to the Principal, Barnstaple, Devon, as soon as possible.

DORSET

COUNTY COUNCIL
POOLE TECHNICAL COLLEGE
Principal: A. C. Hutchinson, M.A., J.P.
DEPARTMENT OF BUILDING

BU/75/10. Required for 1st January, 1976, or as soon as possible thereafter, LECTURER Grade I in CARPENTRY AND JOINERY to teach to City and Guilds of London Institute Advanced level in Workshop Practice and Associated subjects.

Salary Scale: Lecturer Grade I: £2,469-£4,377.

The entry point and scale within this range is dependent upon approved qualifications and experience.

Application forms and further particulars available from the Principal, Poole Technical College, [illegible] to whom completed forms should be returned not later than Friday, 21st November, 1975.

Please forward a self-addressed envelope (230 x 110 mm) quoting the reference number of the post in the bottom right-hand corner.

ISLE OF WIGHT

ISLE OF WIGHT COLLEGE OF ARTS AND TECHNOLOGY
DEPARTMENT OF ENGINEERING

Applications are invited for the appointment of LECTURER Grade I in RADIO, TELEVISION and ELECTRONICS SERVICING (to final year craft level) with effect from January, 1976, or as soon as possible thereafter.

Applicants should be well-qualified and have had good recent industrial experience. Ability to offer one or more of the following additional subjects would be an advantage: Colour Television Principles, Microwave Principles, Logic Systems.

A teaching qualification, or previous teaching experience, though desirable, is not essential.

Salary will be in accordance with the Burnham Further Education Scales 1975 for Lecturer Grade

JERSEY

STATES OF JERSEY EDUCATION COMMITTEE

HIGHLANDS COLLEGE

Required for January, 1976:
LECTURER GRADE I IN OFFICE ARTS

To teach a range of full-time, day release and school link courses in secretarial, shorthand typing and office studies subjects.

Salary in accordance with Burnham Further Education Scale.

Details and application forms from the Principal, Highlands College, P.O. Box 142, Highlands, St. Saviour, Jersey, C.I.

KINGSTON upon Thames

(Royal Borough of)
KINGSTON COLLEGE OF FURTHER EDUCATION
Kingston Hall Road, Kingston upon Thames KT1 2AQ
SCIENCE DEPARTMENT
Post No. T/75/28

Required for 1st January 1976, or as soon thereafter as possible, LECTURER I in BIOLOGICAL SCIENCES for work up to G.C.E. "A" and O.N.D. levels. Degree or equivalent qualification essential and teaching qualification and experience desirable.

Salary Scale, Lecturer I, £2,469 to £4,377. Starting point on scale according to experience and qualifications. £267 London Weighting added to all salaries.

Assistance with removal expenses available in approved cases.

Please apply in writing to the Principal (enclosing a large stamped addressed envelope) for full particulars and application form.

Please quote Post Number in all correspondence. Completed forms should be returned as quickly as possible.

KIRKLEES

METROPOLITAN COUNCIL

DEWSBURY AND BATLEY TECHNICAL AND ART COLLEGE

Halifax Road, Dewsbury WF13 2AS

Required for 1st January, 1976, or soon after this date as possible:

DEPARTMENT OF BUSINESS AND MANAGEMENT STUDIES
Ref. BM/2/75(R)

LECTURER Grade I in BUSINESS STUDIES willing to offer two from the following subjects: Bookkeeping; Statistics; Business Data Processing.

Applicants should be capable and willing to teach these subjects on O.N.C., O.N.D. and Secretarial courses.

DEPARTMENT OF GENERAL STUDIES
Ref. GS/2/75

LECTURER Grade II in charge of COMMUNICATION and RESOURCES in a GENERAL STUDIES DEPARTMENT.

Salary scales: Lecturer I, £2,469 to £4,377; Lecturer II, £3,279 to £5,493.

Further details and application forms (please quote reference number) may be obtained from the Registrar at the above address. Closing date will be two weeks after the appearance of this advertisement.

LEEDS

CITY COUNCIL
DEPARTMENT OF EDUCATION
KITSON COLLEGE OF TECHNOLOGY
Cookridge Street, Leeds LS2 8BL
Principal, D. J. Cooper
Tel: Leeds 30381
DEPARTMENT OF MECHANICAL ENGINEERING

Applications are invited for the post of LECTURER Grade I in WELDING to take up duties as soon as possible.

The person appointed will be involved in teaching mainly Welding Theory and Practice to students attending part-time day release courses in the Fabrication section of the Department. The successful applicant will also be expected to contribute to the development of courses and departmental facilities in the Welding/Fabrication section.

Applicants should possess a City and Guilds qualification in Welding and suitable industrial experience. Previous teaching experience and/or a Teaching Certificate will be additional qualifications.

Application forms may be obtained from the Principal, to whom they should be returned within ten days of the appearance of this advertisement.

LONDON

INNER LONDON EDUCATION AUTHORITY

HAMMERSMITH AND WEST LONDON COLLEGE
Airlie Gardens, W8 7AP

Required for January, 1976, if possible:—

LECTURER Grade I (one or two posts) in ENGLISH (Language and Literature) and Social Studies to G.C.E. students (full and part-time). Experience with Mode III courses and/or Drama teaching specially welcome.

LECTURER Grade I (one or two posts) in MATHEMATICS to students on G.C.E. and equivalent courses. Technical Drawing experience an additional recommendation.

Salary Scale: Lecturer Grade I [illegible] London Allowance £267).

Application forms and further details obtainable from the Senior Administrative Officer (C), Hammersmith and West London College, Airlie Gardens, London W8 7AP, returnable by Monday, 17 November, 1975.

LONDON

INNER LONDON EDUCATION AUTHORITY

VAUXHALL COLLEGE
(of Building and Further Education)
Wandsworth Road
London SW8 2JY
Tel. 720 4611, Ext. 7307

DEPARTMENT of GENERAL and COMMERCIAL EDUCATION. Required for January, 1976 or as soon as possible LECTURER I ENGLISH to teach to G.C.E. "O" and "A" level, secretarial and business studies courses,

LONDON, S.W.10

See under Colleges of Education for Temporary Lecturer II to teach biology method at Garnett College of Education (Technical), Downshire House, Roehampton Lane, London SW15 4HR.

NORTH YORKSHIRE

(County of)
YORK COLLEGE OF ARTS AND TECHNOLOGY
DEPARTMENT OF COMMUNITY STUDIES
Marygate

Applications are invited for the following post, duties to commence 1 January, 1976, or as soon as possible:—

LECTURER, Grade I, in HEALTH EDUCATION to teach NNEB students.

Applicants should have had experience as a Health Visitor, teaching experience in further education is desirable.

Salary Scale: Lecturer, Grade I, £2,469 to £4,377.

Application forms and further particulars may be obtained from the Principal (H.S.), York College of Arts and Technology, Dringhouses, York YO2 1UA, to whom they should be returned not later than Monday, 17 November, 1975.

OLDHAM

OLDHAM COLLEGE OF TECHNOLOGY
DEPARTMENT OF SCIENCE
LECTURER (Grade I)

Required for 1st January 1976, or as soon as possible thereafter: LECTURER (Grade I) to teach mainly PHYSICS up to G.C.E. "A" level. A temporary full-time appointment or a part-time appointment would be considered for a suitable applicant.

Application forms and further particulars from the Registrar, Rochdale Road, Oldham, OL9 6AA, to whom completed applications should be returned as soon as possible.

OXFORDSHIRE

NORTH OXFORDSHIRE TECHNICAL COLLEGE AND SCHOOL OF ART

LECTURER I in OFFICE SKILLS required for January 1976 to teach Pitman 2000, typewriting and office practice.

A teaching qualification and good commercial experience are essential for this post, which this session carries tutorial responsibilities for the full-time Secretary/Receptionist course.

Salary: Lecturer I—£2,469-£4,377.

Please apply for further particulars, together with an application form from Mr M. B. Smith, Principal, North Oxfordshire Technical College and School of Art, Broughton Road, Banbury (Telephone Banbury 52231). Please send a stamped addressed envelope.

Applications should be returned by Friday 21st November.

STAFFORDSHIRE

EDUCATION COMMITTEE
CAULDON COLLEGE OF FURTHER EDUCATION

Applications are invited from suitably qualified persons for the following posts:—

DEPARTMENT OF LIBERAL STUDIES
LECTURER I, LIBERAL STUDIES

Applicant to assist with the teaching of Liberal Studies to all levels of students. The successful candidate must be qualified to teach English and Political History and to show an ability and interest in modern teaching methods and technology.

DEPARTMENT OF CONSTRUCTION AND SERVICES
LECTURER I, BRICKWORK

Applicants will be required to teach Brickwork at City and Guilds Advanced Craft level. A Technical Teachers' Certificate would be an advantage.

DEPARTMENT OF PROFESSIONAL AND MANAGEMENT STUDIES (CONSTRUCTION)
SENIOR LECTURER, TOWN PLANNING

Applicants will be required to lecture to students on full-time degree level courses in an expanding Department. The person appointed will assist in the supervision and development of the Valuation and Estate Management Section. Teaching experience, though desirable, is not essential.

The successful applicant may be permitted to undertake approved consultancy work and opportunities for research leading to a higher degree may be provided.

DEPARTMENT OF MANAGEMENT AND BUSINESS STUDIES
LECTURER II, LAW

Applicants should possess a degree of a British University, or an equivalent professional qualification, together with relevant teaching, professional experience. The successful applicant will be required to lecture to intermediate [illegible] students and to a variety of professional students.

Salary scales:—
Lecturer I, £2,469 to £4,377
Lecturer II, £3,279 to £5,493
Senior Lecturer, £5,031 to £6,117.

Application forms are obtainable from, and should be returned to the Vice Principal, Cauldon College of Further Education, The C[illegible] course, Stoke Road, Shelton, Stoke-on-Trent ST4 2DG, as soon as possible.

All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trades Union.

WARWICKSHIRE

COUNTY COUNCIL
EDUCATION COMMITTEE

NORTH WARWICKSHIRE COLLEGE OF TECHNOLOGY AND ART
Principal, H. Johnson, B.Eng., C.Eng., M.I.Mech.E.

DEPARTMENT OF BUSINESS AND GENERAL STUDIES

LECTURER GRADE I IN ENGLISH AND GENERAL STUDIES

A LECTURER Grade I is required as soon as possible to teach ENGLISH and GENERAL STUDIES. The ability to help with general business subjects would also be useful.

The salary for this post will be in accordance with the Burnham Further Education Scales, i.e.:

Lecturer Grade I: £2,469 to £4,377 per annum, with additional payments for certain qualifications.

Application forms and further particulars are available from the Principal, North Warwickshire College of Technology and Art, Hinckley Road, Nuneaton, to whom completed forms should be returned immediately.

M. L. Ridger, County Education Officer.

Colleges and Departments of Art

CHESHIRE

EDUCATION COMMITTEE
MID-CHESHIRE COLLEGE OF FURTHER EDUCATION
Hartford Campus, Northwich, Cheshire CW8 1LJ
DEPARTMENT OF ART AND DESIGN

Required for April 1, 1976, a SENIOR LECTURER to be responsible for the administrative supervision of the full-time diagnostic courses in the visual and the creative arts for the 16 to 19 age group.

Salary scale: £5,031 to £5,965 per annum.

Further details and application forms are obtainable from the Principal at the above address, to whom completed forms should be returned by December 1, 1975.

WILTSHIRE

COUNTY COUNCIL

SALISBURY NEW COLLEGE OF ART

1. PART-TIME LECTURER required for 20 hours per week to teach mainly Part-time Day-Release students in subjects leading to the C & G 745 and 746 Advanced examination in scientific photography. Appointment to be effective from January 6th 1976 or as soon as possible thereafter.

2. LECTURER Grade 1 required for January 6th 1976 or as soon as possible to teach general photography to 1st year students on a three-year College Diploma Course. Candidates should have appropriate professional qualifications and industrial experience.

3. LECTURER Grade 1 on a temporary basis to replace a teacher on secondment— period of appointment 2½ years from January 6th 1976 to teach general photography to 2nd and 3rd year students on a three-year College Diploma Course. Candidates should have experience of the C & G 744 examination scheme and hold appropriate professional qualifications.

Further particulars and application forms from the Principal, Salisbury New College of Art, Southampton Road, Salisbury, Wiltshire, SP1 2LW.

MINISTRY OF DEFENCE

BURNHAM LECTURER GRADE I IN CONTROL AND COMPUTING

at the

School of Electronic Engineering
Arborfield, nr Reading, Berks

Applications are invited from suitably qualified teachers to fill this post as soon as possible.

DUTIES: To teach in at least one of the following subject areas:

1. Control systems
2. Analogue computing techniques
3. Digital computing techniques

as applied to Military systems. Subsequent to appointment, the successful candidate will be expected to extend his [illegible] all three of these subject areas. To teach [illegible] students up to ONC level and occasional [illegible] level. He/she will also [illegible] development of laboratory facilities, the creation of examination banks, and other peripheral teaching activities.

QUALIFICATIONS AND EXPERIENCE: The minimum qualification is a first degree in Electronic Engineering subjects. Corporate membership of the IEE or IERE, or a recognized equivalent. Candidates with HNC and suitable endorsements may be considered exceptionally. A knowledge of appropriate military systems is desirable, together with suitable teaching experience. Possession of a teaching certificate will be an advantage.

RATES OF PAY: Salary will be in accordance with the Scales for Teachers in Establishments for Further Education, i.e. £2,469-£4,377 according to qualifications and experience. A pensionable allowance of £582 p.a. will be paid for the slightly longer teaching year.

APPLICATION FORMS: Requests for application

EDINBURGH

DUNFERMLINE COLLEGE OF PHYSICAL EDUCATION

POST OF

VICE-PRINCIPAL

Applications are invited from appropriately qualified and experienced candidates for the post of Vice-Principal with effect from 1st September, 1976. Applicants must be eligible for registration with the General Teaching Council for Scotland and should have academic and administrative experience in a major post in education, preferably related to the training of teachers.

Salary for the post will be £9,840.

Further information and application forms may be obtained from The Principal, Dunfermline College of Physical Education, EH4 6JD.

Polytechnics

BRISTOL

POLYTECHNIC

DEPARTMENT OF DESIGN

Applications are invited for the post of CERAMICS TECHNICIAN (T.1) in the Department of Design.

The duties include the preparation of clays, glazes and plasterwork together with the maintenance of equipment and assisting the Senior Technician with the packing and firing of kilns.

Applicants should have good experience in the work of a Ceramics School, be able and willing to work with students and be prepared to accept that they are part of a working team.

Salary Scale T.1: £2,277 to £2,739 per annum.

Additions of £42 or £72 for appropriate National Certificate or City and Guilds qualifications.

Further details and application forms (to be returned by 19th November, 1975) from Personnel Office, Bristol Polytechnic, Ashley Down, Bristol BS7 9BU.

Please quote Post Reference Number T16/187 in all communications.

WOLVERHAMPTON

THE POLYTECHNIC

PRINCIPAL LECTURER in ENGLISH SENIOR LECTURER or LECTURER II in HISTORY.

To teach Aspects of SOCIAL and ECONOMIC HISTORY, BRITISH and EUROPEAN, since 1800.

Both posts available now.

Salary Scales: Principal Lecturer, £5,930 to £6,642 (bar to £7,578 per annum.

Senior Lecturer, £5,031 to £5,955 (bar) to £6,117 per annum.

Lecturer II, £3,279 to £5,493 per annum.

Application form and details from the Establishment Officer, The Polytechnic, Wolverhampton WV1 1LY.

Universities

DURHAM

THE COLLEGE OF ST. HILD AND ST. BEDE

(A constituent college of the University of Durham)

Applications are invited from good honours graduates or post graduates for the post of LECTURER II/SENIOR LECTURER in MATHEMATICS. The lecturer will be required to teach courses in the new B.Ed. degree to be validated by the University of Durham and may also be required to teach for other degree courses of the University. Preference will be given to those with an interest in pure mathematics, though a wide range of interests is desirable. University teaching experience would be an advantage, but school experience is not required. The successful candidate will be encouraged to pursue research in mathematics.

The appointment will be from 1st May, 1976 or as soon as possible thereafter.

Salary will be within the Lecturer II/Senior Lecturer scale (£3,279-£5,955) with starting point to be determined by experience and qualifications.

Full details and application forms are available from The Principal, The College of St. Hild and St. Bede, Durham DH1 1SZ. Applications must be returned by Friday, 21st November 1975.

DURHAM

THE COLLEGE OF ST. HILD AND ST. BEDE

(A constituent college of the University of Durham)

Applications are invited from good honours GRADUATES or post GRADUATES for the post of LECTURER II/SENIOR LECTURER in HISTORY. The lecturer will be required to teach courses in the new B.Ed. degree to be validated by the University of Durham and may also be required to teach for other degree courses of the University. Candidates must have a primary interest within the period 1450 to 1700. University teaching experience would be an advantage but school experience is not required. The successful candidate will be encouraged to pursue research in History.

The appointment will be from 1st May, 1976 or as soon as possible thereafter.

Salary will be within the Lecturer II/Senior Lecturer scale (£3,279 to £5,955) with starting point to be determined by experience and qualifications.

Full details and application forms are available from The Principal, The College of St. Hild and St. Bede, Durham DH1 1SZ. Applications must be returned by Friday, 21st November, 1975.

EDINBURGH

THE UNIVERSITY

DEPARTMENT OF NURSING STUDIES

RESEARCH ASSOCIATE

Applications are invited for the post of Research Associate in the Research Unit of the Department of Nursing Studies, seconded to the General Nursing Council for Scotland.

The person appointed, preferably a graduate and also a registered nurse, should have experience qualifying him/her to carry out research into various aspects of nursing education for which the Council is responsible.

Salary will be on the National University Scale 1A, i.e. £2,802-£5,106, or exceptionally on Scale II, i.e. £4,902-£6,138 (a further cost of living increase is currently being negotiated). Point of entry dependent on qualifications and experience.

Further information can be obtained from the Secretary to the University, University of Edinburgh, Old College, South Bridge, Edinburgh EH8 9YL, to whom applications (by letter) giving the names of two referees should be sent not later than 30th November, 1975. Please quote reference 80.10.

HONG KONG

THE UNIVERSITY

Applications are invited for Lectureship / Assistant Lectureship in the following subject:

EDUCATION (CHEMISTRY)

This post carries responsibility for teacher education in Chemistry within the postgraduate Certificate of Education programme. Candidates should have an honours degree in Chemistry, a professional teaching qualification and teaching experience. A higher degree in a substantive area of educational study would be an advantage.

Annual salaries (superannuable) are: Lecturer, HK$48,960 by HK$3,300 to HK$55,560 (bar) HK$58,860 by HK$3,300 to HK$78,300 by HK$3,360 to HK$82,080; Assistant Lecturer, HK$35,760 by HK$3,300 to HK$45,660. At the time of issue the rate of exchange is £1 = HK$10.40 approx. Starting salary will depend on qualifications and experience.

Further particulars and application forms may be obtained from the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF, or the Assistant Secretary (Recruitment), University of Hong Kong, Hong Kong.

Closing date for applications is 15th December, 1975.

LONDON

UNIVERSITY COLLEGE LONDON
Gower Street, WC1E 6BT

FREE PUBLIC LECTURES, AUTUMN TERM 1975

Tuesday, 18th November, at 5.30, William Townsend Memorial Lecture by Norbert Lynton, "Art and its Publics".

Thursday, 4th December, at 5.30, Neale Lecture in English History by Professor J. H. Hexter, "The 'Anglo-American' Parliament of 1628".

MANCHESTER

THE UNIVERSITY

ASHBURNE HALL OF RESIDENCE FOR WOMEN STUDENTS

Applications are invited from University graduates for the post of WARDEN of Ashburne Hall, a University Hall of Residence which accommodates 290 women students and four resident tutors. Salary in accordance with University Administrative Staff Scales with initial placing according to qualifications and experience.

If appointment made in Grade II initial salary not less than £4,903 per annum with annual incremental progression to £6,138 (under review). If appointment made in Grade IA (£3,454 to £5,106 per annum under review) initial salary not less than £3,678. Free board and residence. Superannuation.

Duties will begin on a date to be arranged.

Particulars and application forms (returnable by November 28th) from the Registrar, The University, Manchester, M13 9PL. Quote ref.: 220/75/TES.

NEW ZEALAND

UNIVERSITY OF OTAGO
Dunedin

ASSISTANT LECTURER IN PHYSICAL EDUCATION AND RECREATION (FEMALE)

Applications are invited for the above-mentioned position entailing a special interest in conducting a recreation programme for members of the University.

Salary: NZ$5,638 to NZ$7,007 per annum. The initial appointment will be at a point on the scale commensurate with qualifications and experience. Date of commencement 1st March, 1976, or as soon as possible afterwards.

Further particulars are available from the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF, or from the Registrar of the University.

Applications close on 30th November, 1975.

OXFORD

ST. ANNE'S COLLEGE

LECTURESHIP IN ENGLISH

The College wishes to appoint a full-time Lecturer to teach Old and Middle English at specialist and non-specialist levels from October, 1976.

The appointment, which is open to men and women, will be for two years in the first instance and is renewable. Further particulars can be obtained from the Principal, to whom applications should be sent by December 1st.

Applicants should ask two referees to write to the Principal by the same date.

PORTUGAL

TEACHER of ENGLISH LANGUAGE, LITERATURE and CULTURE required to lecture undergraduate students. One-year contract, renewable. Minimum pay £1,700/year plus health allowances.

Send curriculum to and get details from the Rector, University of Aveiro.

SUSSEX

THE UNIVERSITY
READER, LECTURER IN EDUCATION

The University is seeking to appoint a LECTURER or possibly a READER with a HUMANISTIC perspective applicable to a range of teaching and research situations. He or she should also be able to offer teaching in an Arts-based curriculum subject in the Post Graduate Certificate Course (probably Modern Languages, History or English).

Actual starting salary will depend upon age, qualifications and experience within scales £2,778 x £204—£6,050 per annum or £5,058 x £212—£6,050 x £216—£7,316 under review. Appointment from 1st January, 1976, or as soon as possible thereafter.

Application forms and further details available from the Establishment Officer, University of Sussex, Sussex House (Room 206), Falmer, Brighton BN1 9RH, to whom completed applications should be returned as soon as possible and before Monday, 17th November, 1975.

UNIVERSITY APPOINTMENTS

are also advertised in

THE TIMES HIGHER EDUCATION SUPPLEMENT

The newspaper for higher education provides a noticeboard for all University appointments.

It has a large established academic readership in Universities and Polytechnics and in other areas from which staff are recruited. Recent Research shows that it is the paper selected by the academic staff themselves as being a top source of information for job hunting.

For further information or to book advertising space please contact Miss Charlotte Coulson, Classified Advertisement Department, The Times Higher Education Supplement, New Printing House Square, London WC1X 8EZ. Telephone 01-837 1234, Extension 675.

LONDON

THE UNIVERSITY
VICENTE CANADA BLANCH FELLOWSHIPS

Applications are invited for VICENTE CANADA BLANCH FELLOWSHIPS (one senior and one junior) tenable from October, 1976. The fellowships have the object of promoting the study of the civilization and culture of Spain, and are open to graduates of any university for research in Spain in any recognized subject of academic study of Spain.

The Senior Fellowship is of the value of not less than £1,600 and the Junior Fellowship not less than £800 a year, and will normally be tenable for one year but may be renewed.

For Senior Fellowships preference will be given to postdoctoral candidates. For Junior Fellowships candidates must be engaged in or prepared to undertake a postgraduate course of study approved by the Committee of Award.

Applications for Fellowships tenable from 1 October, 1976, must be received on or before 1 February, 1976, by the Academic Registrar, University of London, Senate House, WC1E 7HU, from whom further information may be obtained.

Colleges of Education

DURHAM

COUNTY COUNCIL
NEVILLE'S CROSS COLLEGE

One temporary part-time LECTURER in Nursery/Infant Education. Good experience in the Infant and/or Nursery School desired and if possible an advanced qualification in education. Required immediately.

Further details and application forms obtainable from the Principal, Neville's Cross College, Durham DH1 4SY, on receipt of a foolscap stamped addressed envelope.

DURHAM

THE COLLEGE OF ST. HILD AND ST. BEDE

(A constituent college of the University of Durham)

Applications are invited for the post of LECTURER II in OUTDOOR EDUCATION. Applicants should be well qualified in two or more of the following activities: mountaineering, canoeing, sailing, orienteering. Additional qualifications in a related discipline would be an advantage. Although the successful candidate will join the Physical Education Department, the present development of a Faculty structure will facilitate interdisciplinary studies.

The appointment will be from 1st May, 1976 or as soon as possible thereafter.

Salary will be within the Lecturer II scale (£3,279 to £5,493) with the starting point to be determined by experience and qualifications.

Full details and application forms are available from The Principal, The College of St. Hild and St. Bede, Durham DH1 1SZ. Applications must be returned by Friday, 21st November, 1975.

HERTFORDSHIRE

HOCKERILL COLLEGE
Bishops Stortford CM23 5HG
LECTURER I or II in RELIGIOUS STUDIES

Applications are invited from qualified persons for the post of TEMPORARY LECTURER in RELIGIOUS STUDIES to degree level, initially for January to July 1976: full or part-time considered. Salary: Pelham Scale for Lecturers I £2,469 to £4,377, or Lecturer II £3,279 to £5,493, plus London Weighting. Further particulars from the Principal, Hockerill College, Bishops Stortford, Hertfordshire, CM23 5HG. Closing date for return of completed applications, Friday, 21st November, 1975.

LIVERPOOL

EDUCATION COMMITTEE
I. M. MARSH COLLEGE OF PHYSICAL EDUCATION
Barkhill Road, Liverpool L17 6BD
Principal: Miss M. I. Jamieson, M.A.
LECTURER Scale II (£3,279-£5,493)

Required in September, 1976, a temporary LECTURER in BIOLOGY and/or ENVIRONMENTAL SCIENCE. Applicants should have a strong interest in one or more aspects of the subject preferably animal and plant physiology, ecology. Experience in school work, especially with mixed ability classes, essential.

The appointment is for one year only, from 1.9.76-31.8.77.

Application forms and further details are available from the Principal to whom they should be returned.

LIVERPOOL (City of)

F. L. CALDER COLLEGE OF EDUCATION
Dowsefield Lane, Liverpool L18 3JJ

LECTURER II in HOME ECONOMICS to work chiefly in the field of Home Studies and Community aspects of Home Economics. Candidates should have high academic qualifications, ideally a Bachelor of Education degree with Home Economics as the principal component.

The closing date for applications is 19th November.

Further details may be obtained from the Principal. Tel.: 051-428 3041.

Fellowships and Studentships and Research Awards

LONDON

SCHOOL OF ORIENTAL AND AFRICAN STUDIES
(University of London)

FELLOWSHIPS for TEACHERS and for LECTURERS in Colleges of Education and Further Education
Autumn Term, 1976

DEVELOPMENT STUDIES

The School will award a number of FELLOWSHIPS for the Autumn Term, 1976, to teachers and to lecturers with an active interest in Development Studies.

All those selected will follow a structured programme of seminars agreed by the School. There will also be opportunities for individuals to pursue particular interests and to contribute to a teachers' handbook on Development Studies.

Those interested should apply to The Organizer of Extramural Studies, School of Oriental and African Studies, Malet Street, London WC1E 7HP (telephone 01-637 2388) for further particulars. The closing date for application is 28th February, 1976.

ST. MARY'S COLLEGE
Strawberry Hill, Twickenham

Lectureship in History

Graduate required to commence in May, 1976, or earlier if possible, in this Roman Catholic College of Education. The person appointed will specialise in British and European history in the nineteenth century but willingness to assist in work outside his field of special interest will also be necessary as the department is now engaged in introducing courses for the new B.Ed., B.A., and B.Humanities degrees. An ability, based on sound school teaching experience, to contribute to the professional training of teachers is an essential qualification for the post and applications from candidates with good teaching experience in urban comprehensive schools will be particularly welcome.

Full particulars of the post are available from The Principal, The Very Reverend T. P. Coshin, C.M., St. Mary's College of Education, Strawberry Hill, Twickenham, Middlesex, to whom all applications should be addressed accompanied by copies of two recent testimonials and the names of two referees.

The salary will be in accordance with Pelham Scales plus London allowance.

Closing date for receipt of applications will be 30th November, 1975.

City of Manchester
Education Committee

Manchester Prison and Borstal Allocation Centre

Re-advertisement

Applications are invited from suitably qualified persons for the following appointment now vacant and required to be filled as soon as possible but not later than 1 January, 1976.

Mathematics Specialist (FE93)

Required to teach remedial to GCE 'O' level classes.

The successful candidate will be primarily concerned with working with adults but will be expected to be involved with young offenders also and to integrate fully into the workings of the Education Department. The person appointed will become a member of a team of 6 full time teachers who will be expected to contribute their interests and qualifications to other aspects of the educational programme including supervisory duties of evening classes 1 evening per week. The appointment is at the level of Lecturer Grade I and for the purposes of leave, etc., conditions are comparable with those of teachers in Further Education establishments. Salary is in accordance with Burnham Further Education Report viz Lecturer Grade I £2,469 to £4,377. Graduate allowance may be added.

Application forms and further particulars are obtainable from the Chief Education Officer, Further Education Department, Education Offices, Manchester M60

SOUTHWARK CATHOLIC CHILDREN'S SOCIETY

ST. THOMAS MORE'S COMMUNITY HOME
WEST GRINSTEAD, SUSSEX

provides a positive caring environment to assist boys aged 10-16 years in three house units to develop socially, educationally and emotionally.

Applications are invited from single, qualified or experienced persons, preferably of the Roman Catholic faith, for the post of

HOUSEWARDEN

to take responsibility for a group of up to twenty-five boys and to lead a team of residential social work staff and teachers.

SALARY: R.C.O. Range 6, £3,702-£4,239 p.a. Plus responsibility allowance of £243, less deduction of £372 for full board and lodging.

ANNUAL LEAVE, eight weeks per annum.

Further particulars and application form can be obtained from

The Director,
Southwark Catholic Children's Society,
Russell Hill Road, Purley, Surrey CR2 2XB.

ESSEX COUNTY COUNCIL
SOCIAL SERVICES DEPARTMENT

In these days when teaching posts can be difficult to obtain, why not work in a related field, thus gaining valuable experience with children at the same time, ensuring your talents and training are not wasted.

We are looking for people to work as

Residential Child Care Officers

at the following Observation and Assessment Centres —Boyles Court, Brentwood (for 40 adolescent boys) and Newport House, Chelmsford (for 14 adolescent girls).

Accommodation available for a single person.

Salary: £2607-£3957 p.a. with qualification bar at £3282.

Qualifications: Residential Child Care, Teacher's Certificate, Social Work or relevant degree.

For further details and informal discussion contact the appropriate Superintendent, Boyles Court (Brentwood

Liverpool

CITY OF LIVERPOOL
Social Services Department

TEACHER

Burnham Scale 1
Plus £564 per annum for working in a Community Home

Woolton Vale Assessment Centre, Woolton Vale, Liverpool 25

Applications are invited from qualified teachers for this non-resident post to work as a member of a multi-disciplinary team principally involved in the assessment process of boys suffering from educational and social handicaps. Most of the teaching is in small groups with a remedial bias, involving boys in 9-13 or 14-16 age groupings. An ability to specialize in arts and crafts, handicrafts, Physical Education, remedial work, including diagnostic and attainment testing, would be particularly welcome. The successful applicant will be expected to work some evenings and one weekend in three, for which he will be paid £679 per annum extraneous duty allowance.

General Local Government conditions apply.

Anyone wishing to discuss this post is invited to telephone Mr. I. Buckley, Superintendent (051-428 2217). Application forms are

County of Cleveland

EDUCATION DEPARTMENT

Applications are invited for the following FULL-TIME VACANCIES in the YOUTH & COMMUNITY SERVICE :—

FULL-TIME ASSISTANT—(Scale 1)
Required at Grangetown Boys Club, Broadway, Middlesbrough, Cleveland.

FULL-TIME DEPUTY WARDEN—(Scale 1)
Required at Rossmere Centre, Rossmere Way, Hartlepool, Cleveland.

FULL-TIME YOUTH WORKER—(Scale 3)
Required at Loftus County Youth Club, Zetland Street, Loftus, Saltburn, Cleveland.

FULL-TIME DEPUTY WARDEN—(Scale 2)
Required at Thorntree Youth and Community Centre, Birkhall Road, Middlesbrough.

FULL-TIME WARDEN—(Scale 3)
Required at the Bridge Youth Centre, Burbank Street, Hartlepool, Cleveland.

In approved cases, financial assistance with household removal expenses will be available. Temporary housing accommodation for married couples may be available in approved cases, within the County area.

Application forms are available from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN, to whom completed forms should be returned by 18th November, 1975

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ilea INNER LONDON EDUCATION AUTHORITY

Tutor Wardens

(1) BLACKHEATH BLUECOAT YOUTH CENTRE
Blackheath Bluecoat (CE) School, Old Dover Road, SE3 8SY.

(2) HENRY COMPTON YOUTH CENTRE
Henry Compton School, Kingswood Road, SE6.

(3) CHELSEA YOUTH CENTRE
Chelsea School, Hortensia Road, SW10.

Applications are invited from qualified teachers for these posts to take up duty as soon as can be arranged.

Assistance may be given towards household removal expenses. Salary in accordance with the Burnham (FE) Report, Lecturer Grade II scale within the range £3,279-£5,493 plus £351 London Allowance.

Details and application forms returnable by November 21, 1975, from the Education Officer (CEC5), The County Hall, London SE1 7PB (stamped addressed foolscap envelope). Please indicate which post(s) you are interested in.

Inner London Education Authority

Applications are invited from qualified and experienced persons for the following posts :

HARROW ROAD PROJECT, W9

Senior Youth Leader

Salary Scale 3H

Assistant Youth Leader

Salary Scale 2

This multi-racial project, which occupies converted shop premises in North Paddington, provides activities and counselling in a social atmosphere.

TOFFEE PARK CLUB,
Finsbury EC1

Youth Worker

Salary Scale 3L

This club forms part of the St. Luke's Leisure area and combines an adventure playground with a club for young people. Two full-time play-leaders are employed on the adventure playground. The successful applicant will have overall responsibility for all aspects of youth work in the St. Luke's area and must be able to coordinate activities with the facilities in the adjacent Finsbury Leisure Centre, where are also part-time helpers. The organization of [illegible] activities, camps, excursions, etc., will be an important aspect of the work. Shared transport available.

TONBRIDGE YOUTH CLUB WC1

Youth and Community Worker

Salary Scale 2

This long-established club in Holborn, WC1, provides a full range of activities for a membership of 100 young people (10-17) who live in the inner-city setting. The position requires a worker who sees the community implications of work with young people.

Salary and conditions in accordance with the JNC Report:

Scale 3H £4,122-£4,599 } including
3L £3,777-£4,239 } London allowance
2 £3,063-£3,888 }

Appointments will be made to the service of the Authority with secondment to the Project/Club concerned.

Assistance may be given towards household removal expenses.

Application forms and details from the Education Officer (CEC5), The County Hall, London SE1 7PB (please enclose a stamped addressed foolscap envelope). Closing date, 21 November.

COLLEGES OF EDUCATION
continued

LONDON
INNER LONDON EDUCATION AUTHORITY
GARNETT COLLEGE OF EDUCATION (TECHNICAL)
Downshire House
Roehampton Lane, SW15 4HR
Telephone : 01-788 2086
Principal :
E. J. Brent, M.A., Ph.D.

A temporary LECTURER II is required as soon as possible to teach BIOLOGY method in the Certificate of Education (London University) course until July 1976, and to assist in the teaching of other courses.

Applicants should hold high academic qualifications, be qualified teachers and have had some experience of teaching in further education/higher education.

An applicant with two subjects at degree level, e.g., biology/chemistry would also be considered for this post.

The candidate selected for the above post will be required to offer his or her services at the parent college at Roehampton, at the Central London Annexe and periodically at outposts throughout Southern England. He or she may be required to contribute to the teaching, as appropriate, for any of the Certificate in Education, degree or advanced diploma courses offered by the college.

Salary Scale Lecturer II, £3,279 to £5,493 (plus London allowance £351).

Application forms and further particulars may be obtained from the Principal (Ref. TE) at the college, to whom completed forms should be returned within 10 days of the date of the advertisement.

ARABIC—Part-time "A" level tutor required. Padworth College, nr. Reading, Berks. Tel: Burghfield Common 2644.

HISTORY.—Resident graduate tutor required immediately at Padworth College, nr. Reading, Berks. (Girls VI form) to teach 19th and 20th century "A" level. Write with qualifications and two referees or phone Burghfield Common 2644.

Adult Education

BRENT
(London Borough of)
EDUCATION COMMITTEE
TUTOR-ORGANISERS FOR UNEMPLOYED SCHOOL LEAVER COURSES

The Authority wishes to recruit initially on a one-year full-time contract up to three Tutor-Organisers to be responsible for courses for unemployed youngsters aged 16 to 19. Ideally the three successful applicants will cover electrical craft practice, painting and decorating and typing skills, but will also be expected to make contributions in the field of basic general education, including literacy, numeracy and counselling.

Salary scale: Burnham F.E. Lecturer I or II according to qualifications and experience, £2,469 to £4,377 or £3,279 to £5,493 plus London Weighting of £351.

Further details and application forms obtainable from the Director of Education, P.O. Box 1, Chesterfield House, 9 Park Lane, Wembley, HA9 7RW, to be returned by 17th November.

CAMBRIDGESHIRE
THE VILLAGE COLLEGE
Linton

Applications are invited for the post of Senior COMMUNITY EDUCATION TUTOR in the Village College, Linton, for April 1976. Salary on Burnham F.E. Scale for LECTURER Grade II (£3,279 to £5,493). The successful applicant will be responsible to the Warden for the supervision and development of Community Education in the College and throughout the catchment area. In the execution of his duties he will be assisted by a Community Education Tutor and appropriate ancillary staff. Car allowance is payable. In addition to formal evening classes various clubs and societies use the College. The College has a Youth Centre on the campus and is responsible for Youth Clubs in the surrounding villages. The College serves an area of approximately 100 square miles and contains an 11 to 16 comprehensive school of 500 pupils. An unfurnished three bedroomed house will be available at a very reasonable rent.

Applications should be made as soon as possible by letter (with curriculum vitae and the names and addresses of two referees) to the Warden, John Haywood, M.A., The Village College, Linton, Cambridge CB1 6JN. Further particulars may be obtained from the College (Telephone Cambridge 891233).

DEVON
PILTON SCHOOL AND COMMUNITY COLLEGE
Barnstaple

F.E. LECTURER I, between £2,469 and £4,377.
ADULT TUTOR required to develop the field of community based adult education. This is a challenging post, suitable for a graduate, or a non-graduate with a particular contribution to make. The person appointed must be willing to give generously of time and energy.

Application forms and further details from the Warden.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
THE SHEPPEY SCHOOL

Headmaster: [illegible] (Comprehensive [illegible] mixed (13 to 18)) school serving entire community of [illegible] Sheppey, opened September 1970. Final building phase nearing completion includes extensive technical block, Sixth Form accommodation, sports hall and youth wing/careers guidance office; staff 100 plus for roll of 1,700 students.

8/76. — TEACHER / ASSISTANT ADULT TUTOR. To work with the Adult Tutor in the extensive Adult Education Centre (enrolment 1,250 plus). Part-time teaching role within school (any subject). Scale 2 for suitable candidate.

Letters of application, together with curriculum vitae and names of two referees to the Headmaster, The Sheppey School, Minster Road, Minster, Sheppey, Kent, as soon as possible, please.

LONDON
INNER LONDON EDUCATION AUTHORITY
LANSBURY ADULT EDUCATION INSTITUTE
THE GEORGE GREEN'S CENTRE
Isle of Dogs, E.14.

Opening January, 1976, in new buildings on the banks of the Thames, overlooking Greenwich.

A Community Education Co-ordinator (Lecturer Grade II) is required to coordinate the education [illegible] George Green's School, the Youth Centre and the Lansbury Adult Education Institute. The appointment will be to the teaching staff of the Lansbury Adult Education Institute and candidates should be qualified teachers with sympathy and interest in work with youth, and practical experience of work in adult education.

This new post offers opportunities for the involvement in the development of an integrated education service in this exciting concept of a centre to serve the educational needs of the whole community. It will provide for a degree of flexibility of approaches to the implementation of ideas.

Assistance may be given towards household removal expenses.

Lecturer Grade II Salary Scale (Burnham F.E.), £3,279-£5,493 plus London allowance of £351. Further details and application forms (to be returned by November 21, 1975) from the Senior Administrative Officer, Lansbury Adult Education Institute, Devas Street E3 3LL.

LONDON
INNER LONDON EDUCATION AUTHORITY
ELTHAM ADULT EDUCATION INSTITUTE
Haimo Road, S.E.9

SENIOR LECTURER in Physical Education required to assist the Head of Department in the direction of PHYSICAL EDUCATION through the Institute. The Department had an enrolment of 3,716 students in session 1974/75. Excellent modern facilities are available including the use of two large sports halls. Recent experience in Adult or Community Education is essential. Candidates should have an interest in the development of leisure activities.

Salary in accordance with Burnham (FE) Report 1975, on an incremental scale within the range of £5,031 to £5,988 plus London Allowance.

Assistance may be given towards household removal expenses.

Details and application forms returnable by 21st November from the Senior Administrative Officer at the Institute (stamped addressed foolscap envelope).

LONDON
INNER LONDON EDUCATION AUTHORITY
SYDENHAM AND FOREST HILL ADULT EDUCATION INSTITUTE
Kingsdale School, Alleyn Park, SE21 8SQ

Full-time VICE-PRINCIPAL required as soon as possible. The Institute provides non-vocational day and evening classes for men and women in a wide variety of crafts and cultural subjects. Last session's enrolments were 8,372.

Salary in accordance with the Burnham (FE) Report, Vice-Principal Group 3 : £7,185 plus £351 London Allowance.

Assistance may be given towards household removal expenses.

Details and application forms returnable by 21st November, 1975, from the Education Officer (CEC8), The County Hall, London SE1 7PB (stamped addressed foolscap envelope).

LONDON
INNER LONDON EDUCATION AUTHORITY
CHAUCER, WALWORTH ADULT EDUCATION INSTITUTE
Shorncliffe Road, SE1 5UJ

Required as soon as possible, a LECTURER Grade II for ENGLISH to coordinate the work in Literacy, English as a second language and General Education. Teaching and recent administrative experience in Adult Education are desirable.

Assistance may be given towards household removal expenses.

Salary in accordance with the Burnham (FE) Report, Lecturer Grade II Scale within the range £3,279 to £5,493 plus £351 London Allowance.

Details and application forms returnable by 21 November, 1975, from the Senior Administrative Office, Chaucer/Walworth A.E.I., Grange Branch, 12 Grange Road, S.E.1.

Redbridge Secondary

APPOINTMENT OF

YOUTH TUTOR OR FULL-TIME WARDEN

Caterham Youth Centre,
Caterham Secondary School,
Caterham Avenue, Clayhall,
Ilford, Essex IG5 0QW

There is a vacancy for a full-time appointment as a result of the promotion of the Youth Tutor.

Applications are invited for the post of Youth Tutor from qualified teachers with practical experience of youth work who will be expected to undertake some teaching duties at Caterham Secondary School, as well as being responsible for the Youth Centre.

Consideration will also be given to the appointment of a full-time Youth Warden instead of a Youth Tutor. The duties of a full-time Warden will not include any teaching or official work within the school programme.

The Youth Centre has modern purpose-built accommodation and the school is used in the evenings for more formal activities.

Salaries are as follows: Youth Tutor: Burnham Scale 3 £3,357-£4,917 Plus London Allowance; Youth Warden: Burnham F.E. Lecturer Grade I £2,469-£4,377 Plus London Allowance.

Application form and further particulars available from Chief Education Officer, Education Office, P.O. Box 11, 255/259 High Road, Ilford, Essex IG1 1NN.

Closing date 21st November, 1975.

METROPOLITAN BOROUGH OF **BURY**

YOUTH WORKER

SCALE 2 (POINTS 1-5) (£2,712-£3,537)

Required for the Prestwich Youth Service to the Community Project.

The Worker must be suitably qualified and will have specific responsibility for the development of an existing project in the Prestwich area.

The aim of the Project is to provide a base and necessary facilities for the planning and encouraging of Community and Social Service projects involving young people.

YOUTH WORKER

SCALE 2 (POINTS 1-5) (£2,712-£3,537)

Required for East Ward Area.

The worker must be suitably qualified and will be based at East Ward Youth and Community Centre and will be responsible for the development and co-ordination of Youth and Community work within the Area, by initiating contacts and links between voluntary organisations, Secondary Schools, the Social Services and the Youth Service, and for the overall supervision of part-time staff.

Forms of application for the above posts obtainable from and returnable to the Chief Executive's Department, Town Hall, Bury BL9 0SW (Telephone 061-764 6000 Ext. 9) by the 24th November, 1975.

TEACHERS FOR OIL COMPANY

Libya

The Arabian Gulf Exploration Company, a major oil company in Libya offers excellent career opportunities to qualified teachers.

ENGLISH LANGUAGE INSTRUCTORS – £6,500 p.a.
To teach from elementary to advanced levels in either Benghazi or Tobruk. Responsibilities include: to plan and prepare courses; to set up and implement examination procedures. A TOEFL qualification is desirable.

MATHEMATICS TEACHER – £6,500 p.a.
To teach mathematics from elementary to advanced levels.

SCIENCE TEACHER – £7,500 p.a.
To teach mainly physics and chemistry from elementary to advanced levels.

SENIOR ENGINEERING TEACHER – £7,500 p.a.
Responsible for both Engineering Technology Theory and Workshop Practice courses. A recognised teaching certificate and/or HND or Bsc qualifications plus five years teaching experience are required.

Unless otherwise stated: all positions are Benghazi based; a recognised teaching certificate or diploma and a minimum of three years experience are essential for all posts. Appropriate degree qualifications are desirable but not essential.

- 28 days annual vacation plus Fridays and official holidays, with free return vacation air fares.
- Up to 60% transfer of net salary.
- Free medical care and life insurance whilst in Libya.
- Children's educational assistance.

Please write quoting Ref. R3/TES/75, giving your age, nationality, marital status and a brief resume of career to:

THE ARABIAN GULF EXPLORATION CO.(UK)
35-38 Portman Square, London W1H 9FH

MINISTRY OF DEFENCE
SERVICE CHILDREN'S EDUCATION AUTHORITY

SCEA

PRIMARY DEPUTY HEADSHIPS FOR APRIL 1976

in the Federal Republic of Germany

Applications are invited from appropriately qualified and experienced teachers for the following Primary Schools Deputy Headships which fall vacant in the Federal Republic of Germany in April 1976. The schools concerned cater for the children of British Servicemen and sponsored civilians temporarily absent from the United Kingdom. They are administered locally by the British Families Education Service (BFES) and all schools conform to the normal United Kingdom pattern for Primary Education, and are regularly visited by Her Majesty's Inspectors. Except where otherwise stated the age range is 4+ to 11 years.

DEPUTY HEADSHIPS

Sir John Moss Primary School, Detmold (Group 5)—330 pupils.
Dusseldorf-First School (Group 4) (age range 4+ to 9)—250 pupils.
St Patrick's Primary School, Rheindahlen (Group 4)—230 pupils.
Geilenkirchen Primary School, Rheindahlen (Group 4/—230 pupils.
Alanbrooke Primary School, Dortmund (Group 4), new school to open Spring term 1976—210 pupils.
Senden Primary School, Munster (Group 4), new school to open 27 April 1976—210 pupils.
Ayrshire Primary School, Monchengladbach (Group 4)—200 pupils.
Iserlohn Primary School (Group 4)—250 pupils.

Selection will be by interview and the successful candidates will be expected to take up the appointments on April 1 1976.

SALARY. Will be in accordance with the current Burnham Scale plus the additional payment of £351 a year paid to teachers in the London area.

SUPERANNUATION. Normal rights are safeguarded.

FOREIGN SERVICE ALLOWANCE. A tax free allowance is payable.

ACCOMMODATION is provided rent free.

DURATION OF ENGAGEMENT. Initial engagement is for three years.

All applicants should normally be resident in the United Kingdom

Teachers do not normally serve in the Service Children's Schools abroad after the age of 50, and therefore the preferred age is under 47 years at the commencement of the engagement.

Requests for application forms and further details should be made on a postcard to : Ministry of Defence (CM(S)4L), Room 343, Lacon House, Theobalds Road, London WC1X 8RY. (Telephone 01-242 0222 ext 654).

Closing date for the completed forms is 25 November 1975.

MINISTRY OF DEFENCE
SERVICE CHILDREN'S EDUCATION AUTHORITY

SCEA

DEPUTY HEADSHIP

GROUP 10—APRIL 1976

PRINCE RUPERT SCHOOL
RINTELN IN THE
FEDERAL REPUBLIC OF GERMANY

Applications are invited from appropriately qualified experienced men and women with proven qualities of leadership, initiative and organizational ability, together with an awareness of the needs of pupils of all ability levels, to join the management team of this 11-18 co-educational comprehensive school.

Selection will be by interview and the successful candidate would be expected to take up the appointment on April 1, 1976.

SALARY—will be in accordance with the current Burnham scale, plus additional payment of £351 pa. paid to teachers in the London Area.

SUPERANNUATION—normal rights are safeguarded.

FOREIGN SERVICE ALLOWANCE—a tax-free allowance is payable.

ACCOMMODATION—is provided free.

DURATION OF ENGAGEMENT—initial engagement is for three years.

All applicants should normally be resident in the United Kingdom. Teachers do not normally serve in Service Children's Schools abroad after the age of 50 and, therefore, the preferred age is under 47 years at the commencement of appointment.

Requests for application forms and further details should be made on a postcard to :—

Ministry of Defence CM(S)4L,
Room 343, Lacon House,
Theobalds Road, London WC1X 8RY.

Closing date for the completed forms is November 24, 1975.

Community Homes and Associated Institutions

A CAREER IN SOCIAL WORK

Gisburne House is a Residential Community Home providing care, education and treatment for 52 children.

We have a vacancy for a SENIOR RESIDENTIAL SOCIAL WORKER (R.C.C.O.3) to take responsibility as a Team Leader for the management and development of a group of boys. This post is suitable for a person with good relevant experience in child care, teaching, youth work, etc. Applicants should be able to offer support and leadership to a multi-disciplinary staff team as well as being actively involved with children.

Salary R.C.C.O.3, £2,364 to £2,835 per annum plus £150 qualification allowance, less residential emoluments. Self-contained flat available for married applicants, bed-sit accommodation for single man. Post can be resident or non-resident.

We also have a vacancy for a Male Residential Child Care Officer. This post is suitable for persons wishing to make a career in Social Work. Previous experience is not essential as professional support and In-Service training is available.

Starting salary within Career Grade, £1,701 to £2,691. Applicants should be over 25 years of age.

Initial inquiries and further particulars are available from Mr Roy Donnelly at Gisburne House, 95 Gammons Lane, Watford, Herts. (Watford 25139.)

Application forms from Director of Social Services, London Borough of Islington, 17 Islington Park Street, London, N1 1QJ (01-359 3555, Ext. 207) quoting reference SS/AS/469.

Assessment Centres

WEST SUSSEX
COUNTY COUNCIL
HARWOOD HOUSE
Horsham

A Reception / Observation / Assessment Centre with Education on the premises for 12 difficult teenage girls. It is purpose built and situated near both railway station and town centre. A direct train route to London exists and the South Coast is only 20 miles away.

TEACHER
Salary: Burnham Scale 1 plus allowance of £364 per annum.
Applicants must be able to offer general subjects to G.C.E. "O" level standard.

BEECHFIELD
Copthorne

A Reception / Observation / Assessment Centre with Education on the premises for 24 difficult teenage boys. It is an adapted country house in a rural setting with ample grounds. It is near Crawley New Town and equal distance from London and the South Coast.

TEACHER
Salary: Burnham Scale I plus allowance of £364 per annum.
Applicants must be able to offer woodwork and allied craft subjects.
For informal discussion contact Mr Ian Wiseman, Day and Residential Care Officer on Worthing 204511.
Application forms available from the Director of Social Services, Grange Block, Tower Street, Chichester, Sussex.

Youth and Community Service

BATTERSEA
THE DEVAS CLUB
ASSISTANT LEADER

This old-established club has modern premises for the use of its boys' and girls' sections. With a regular nightly attendance of over 100, a full-time assistant is needed to help the Warden and his staff of part-time and voluntary helpers.

Salary J.N.C. 2.

Applications to the Club, 2A Stormont Road, London SW11 5EN, by 24th November. Those short-listed will be required to complete the ILEA standard application form.

The British Council Overseas Career Service

The British Council requires well-qualified men and women to occupy key appointments in its overseas career service.

What is the British Council?

The main objectives of the Council are :
- to promote a wider knowledge overseas of Britain, its people and institutions
- to develop closer cultural ties with other countries
- to promote a wider knowledge of the English language
- to administer educational aid programmes.

All these activities are directed towards the mutual benefit of Britain and the host countries.

What do we want?

We need good administrators who also possess the qualities of personality and the management potential which the problems of international representation demand. The Council has staff in 80 foreign and commonwealth countries – and overseas career service officers must accept to serve wherever posted. If appointed you will spend up to two-thirds of your working life abroad. Three-quarters of the posts are in the developing world.

What will you be doing?

You will be expected to assume a wide range of responsibilities in the field of cultural, educational and scientific exchange. Those with appropriate qualifications and relevant experience may additionally be required to advise on English teaching, science and science education, audio-visual techniques, library work etc.

What qualifications are required?

You must be a graduate of a British university with a first or second class honours degree, or a higher degree. Any degree subject or specialisation is acceptable, but we are particularly looking for candidates qualified in education, science, English language teaching, engineering and technology, accountancy and finance, librarianship or publishing.

In addition, you must have had several years' experience relevant to the Council's work, for example in the areas of: administration, librarianship, public service, research, science, teaching, overseas voluntary service. An aptitude for languages is highly desirable.

You should be between 25-33 years of age.

What are the prospects?

All appointments will be made with a view to promotion to senior non-specialist managerial posts. The starting salary is between £4310-£5110 (including current London weighting and threshold payments) depending on experience and qualifications. Promotion is on merit to £7850 and above. There is a non-contributory superannuation scheme.

Additionally, officers while serving overseas receive:
Overseas allowances
Free furnished accommodation
Paid passage for families
Children's educational allowances

For further details and an application form please write now, quoting C1, to Staff Recruitment Department, The British Council, 65 Davies Street, London W1Y 2AA.

Teaching in Europe

The Central Bureau for Educational Visits and Exchanges has responsibility for the recruitment of teachers of Modern Languages/European Studies to appointments in various European countries. The majority of these appointments are initially for one year, but some may be extended at the discretion of the relevant country's Ministry of Education. The following posts are now available for the School Year 1976/77.

AUSTRIA: Up to 20 posts in all types of secondary schools. Applicants must have a degree and/or teaching certificate plus a good knowledge of German. Salary AS 11,312 per month.

BAVARIA: Up to 30 posts in Gymnasien in Bavaria. Applicants should have a degree and teaching certificate, with some experience at secondary level. Fluency in German is essential. Salary on scale DM 2095-2545 per month.

Apply for full details and application forms to:—
THE CENTRAL BUREAU FOR EDUCATIONAL VISITS AND EXCHANGES
Teacher and School Exchange (Europe) Department
England and Wales: 43 *Dorset Street, LONDON W1H 3FN (Tel: 01-486 5101)*
Scotland: 3 *Bruntsfield Crescent, EDINBURGH EH10 4HD (Tel: 031-447 8024)*
Northern Ireland: *Department of Education, Rathgael House, Balloo Road, Bangor CO DOWN (Tel: 0247 66311).*

YOUTH AND COMMUNITY SERVICE
continued

BUCKINGHAMSHIRE
COUNTY COUNCIL
YOUTH AND COMMUNITY TUTOR
Aylesbury

A qualified TEACHER or YOUTH and COMMUNITY WORKER is required to develop youth and community work at, and in the neighbourhood of the Grange County Secondary School, Aylesbury.

Salary in accordance with Burnham Scale II, £2,685 to £4,212, or J.N.C. Range III, £3,426 to £4,128, depending on qualifications and previous experience.

Removal expenses payable in approved cases. Application forms and further details from Chief Education Officer, County Hall, Aylesbury, Buckinghamshire HP20 1UZ, to whom applications must be returned by 21 November, 1975.

CAMBRIDGESHIRE
[illegible] VILLAGE COLLEGE
[illegible]
[illegible] FOR COMMUNITY EDUCATION
[illegible]
For full details see advertisement under "Adult Education".

CHESHIRE
YOUTH LIAISON WORKER
JNC Scale 2, £2,712 to £3,537
Warrington

Based at Orford Secondary Modern School, to be involved in non-academic work in schools in the immediate district. The committee requires a skilled and qualified full-time youth worker to establish contact with young people in the fifth year, to initiate involvement in projects and to actively support and further the aims of a team of youth workers in the District with particular reference to unemployed young people. Post superannuable and subject to satisfactory medical report.

Assistance with housing, and payment of removal expenses in approved cases, in accordance with the Authority's Scale.

For an application form and further particulars please send a foolscap stamped addressed envelope to the District Education Officer, Education Department, Cheshire County Council, Priestley House, Sankey Street, Warrington WA1 1PH. Closing date: 21st November.

Education Overseas

Malawi

Secondary Teachers–Physics and Chemistry

To teach the subjects up to Cambridge Overseas School Certificate standard, and assist with supervision of a boys' hostel. Applicants, aged up to 50, should preferably be trained graduates. Appointment for 2-3 years.

Secondary Teacher–Mathematics

To teach the subject up to 'A' level. Applicants, aged under 50, should preferably be trained graduates with some years' relevant teaching experience. Appointment for 2-3 years.
Salary (both posts) in range £2,453-£5,361 p.a., which includes an allowance, normally tax free, in range £1,500-£3,282 p.a.

Swaziland

Secondary Teachers–Agricultural Science

To teach the subject up to 'O' level. Applicants, aged 25-55, should be trained graduates with good relevant experience. Appointment for 2½-3 years.
Salary in range £2,455-£4,424 p.a., which includes an allowance, normally tax free, in range £1,068-£2,232 p.a.

Lesotho

Trade Instructor–Auto-Engineering

To instruct first-year Mechanic students who are JC graduates and to assist with curriculum development. Applicants should hold a full technological certificate or equivalent in automobile engineering. Appointment for 2 years.
Salary in range £2,111-£3,529 p.a., which includes an allowance, normally tax free, in range £804-£1,740 p.a.

Cayman Islands

Teacher–Metalwork and Woodwork

To teach these subjects up to CSE and 'O' level. Applicants, aged 30-45, should hold a diploma in technology, and a teaching certificate, and good relevant experience. Appointment for 2-3 years.
Salary in range £3,538-£6,297 p.a., which includes an allowance, normally tax free, of up to £1,272 p.a.

The Gambia

Lecturer–Teacher Education

To set up a course in professional studies, lecture to student teachers, and participate in curriculum development. Applicants, aged 35-55, must have a Master's Degree in an area of education together with experience in a Teacher Training College. Appointment for two tours of 1 year each.
Salary in range £[illegible] p.a., which includes an allowance, normally tax free, in range £1,050-£2,652 p.a.

Other benefits (all posts) include terminal gratuity of 25% of basic salary, free family passages, paid leave, children's educational allowances, and subsidised accommodation. An appointments grant of up to £300 and an interest-free car purchase loan of up to £900 may be payable in certain circumstances. Superannuation rights may be safeguarded. Applicants should be citizens of the United Kingdom.
For full details and an application form please apply, indicating post concerned, and giving details of age, qualifications and experience to:—

Appointments Officer,
Ministry of Overseas Development,
Room 301, Eland House,
Stag Place, London,
SW1E 5DH.

TEACH IN IRAN

£4,500-£5,000

One Senior Post, Six Lecturer Posts for Company Training School, Shiraz

Qualified Teachers, at least two years' experience, single or couple (both Teachers). Local Tax. One month's leave per annum. Accommodation included. One-year contract, starting date 15th December, 1975, interviews 17th-21st November.

Apply soonest with curriculum vitae and two referees to Centre Secretary, Centre for English Studies, Bletchingdon Park, Oxford, quoting Reference 507 and giving your own telephone number.

THE GEELONG COLLEGE

GEELONG, VICTORIA,
AUSTRALIA

requires a

Director of Music

The successful applicant would be responsible for the general administration of Music throughout the School. An interest in stimulating student composition and performance is desirable. Some work with adults may be required.

Applications or inquiries (which should include a brief outline of experience) should be addressed to the Principal, P.O. Box 5, Geelong, 3220 Victoria, Australia.

Infant Teacher

£7,000 +

Société Minière de Tenke Fungurume is a Company formed to develop a large new copper mine in the Republic of Zaïre. Now at the beginning of the construction stage, the Company already has more than a hundred expatriate employees living at Fungurume with their wives and families, and when fully operational, will employ several hundred more, together with a large number of local employees.

The Company now has a vacancy for an Infant Teacher at its Okapi School in Fungurume, to teach all subjects, using a combination of activity and formal methods, to children of mixed nationalities ranging from 5 to 7 years old.

Applicants should hold a Teaching Certificate (Infant Method), and should have had experience in teaching children this age. It would be an advantage if applicants have overseas experience.

The salary will be from Z7848 (£6540) plus annual gratuity in lieu of pension of Z589 (£491). The appointment will be an open-ended contract with 18 month tours, with home leave (passages paid) accruing at the rate of 5 days per month.

Fungurume, at 4,000 feet, enjoys a pleasant tropical climate, and a growing range of facilities provide for sports and recreation. Free accommodation, a primary school and assistance with the education of older children are among the fringe benefits.

Applicants are invited to write in confidence to:
Anglo Charter International Services Limited,
(Appointments Division)
Dept. Z TE0711
7 Rolls Buildings,
London EC4A 1HX

Opportunities Abroad in Zaïre

The British Council

invites applications for the following posts:

English Language Adviser (Kuwait)

Medical Faculty, Kuwait University
Degree and 3 years' teaching experience essential; TEFL qualification desirable. Required January 1976 or earlier.
Salary: £6,995 pa, tax free.
Benefits: free accommodation; two months' annual passage-paid leave. Two-year contract, renewable.
75 AU 92

English Language TV Programmes (Kuwait)

Ministry of Education (Audio-Visual Aids Department)
Writer and Producer
Candidates must have a degree in English, considerable TEFL experience and 2 years' experience in TV production. Programmes will be at intermediate and secondary school levels.
Salary: £5,142 pa, approx.
Benefits: free accommodation; annual passage-paid home leave. One-year contract, renewable (5 years' stay envisaged).
75 AE 4

Lecturer in Mathematics & Computer Studies (Thailand)

University of Chiengmai
Master's degree in Mathematics, preferably Ph.D. and teaching experience.
Salary: £4,688-£6,532 pa.
Benefits: overseas and children's allowances; free furnished housing; medical scheme; employer's portion of U.K. superannuation. One or two-year contract.
75 UU 118

Lecturer in English (Algeria)

University of Constantine
Degree, postgraduate qualification in Linguistics or Methodology and experience in TEFL. Knowledge of French essential.
Salary: £2,746-£4,264 pa.
Benefits: overseas allowances. Two-year contract.
75 CU 99

Teacher of English (Turkey)

The Buca Teacher Training Institute, Izmir
220 women students, aged 18-22.
Candidates, preferably women aged 30-45, should hold a degree in English and have considerable experience in teaching English as a foreign language. A teaching qualification is desirable.
Salary: £3,156-£4,035 pa.
Benefits: overseas and children's allowances; accommodation; medical scheme. Twelve-month contract, renewable.
75 ST 16

Teacher of English (Algeria)

Institut National de la Productivite et du Developpement Industriel, Algiers
Degree, postgraduate TEFL qualification and experience in ESP.
Salary: £5,400-£6,720 pa.
One-year contract, renewable.
75 CO 151

Return fares are paid. Local contracts are guaranteed by the British Council.
Please write, briefly stating qualifications and length of appropriate experience, quoting relevant reference number for further details and an application form to The British Council (Appointments), 65 Davies Street, London W1Y 2AA.

YOUTH AND COMMUNITY SERVICE
continued

DURHAM CITY
DETACHED YOUTH WORKER

L.E.A. supported project requires experienced person for city centre work with disadvantaged young people. Two years full-time development precedes this appointment. Responsibilities include training, [illegible] work and development of our Intermediate Treatment programme. There exists a strong volunteer field work team.

Salary within J.N.C. range 2 (£2,712-£3,837). Further information from the Secretary, Durham City Centre Youth Project, 28 The [illegible] Place, Durham DH1 3NJ.

EAST SUSSEX
LEWES AREA
LEWES BOYS' CLUB

Applications are invited from suitably qualified and experienced people for the post of YOUTH LEADER at this purpose-built club which is assisted but not maintained by the L.E.A. The post became vacant on 31st August, 1975.

The Youth Leader will be responsible for a mixed Youth Club of approximately 350 junior and senior members.

Salary and conditions of service will be in accordance with the N.J.C. Report for Youth Leaders Range 3A £3,426-£3,888.

A generous scheme of relocation grants is available in approved cases. Council accommodation may be available for the Youth Leader whilst he is in the employment of the East Sussex County Council.

Application forms and further details are obtainable from the Area Education Office, 42-43 St. Annes Crescent, Lewes (foolscap stamped addressed envelope).

CLAREMONT TEACHERS COLLEGE

(A College of Advanced Education)
WESTERN AUSTRALIA

Applications are invited from suitably qualified persons to fill the following senior lecturing position which will become vacant early in 1976.

MUSIC

The College is seeking a highly qualified person to assume responsibility, under the direction of the Principal, for the organization, administration and development of courses in the Department of Music.
The anticipated appointment will be at the level of Senior Lecturer or Lecturer, according to qualifications and experience.

SALARY

The status and salary will be negotiated at the time of appointment:—

Senior Lecturer	A$15,954 to A$18,544
Lecturer	A$9,220 to A$15,644

CONDITIONS OF SERVICE

Conditions of Service are comparable with those in Universities and in Colleges of Advanced Education in Australia.

APPLICATIONS

Details of conditions of service, duties, relevant qualifications and application forms may be obtained from:—

The Registrar
CLAREMONT TEACHERS COLLEGE
Goldsworthy Road, Claremont
Western Australia, 6010

Appointees will be expected to commence duty as early in 1976 as possible.

Applications should reach the College by December 17, 1975.

MINISTRY OF DEFENCE
SERVICE CHILDREN'S
EDUCATION AUTHORITY

SCEA

PRIMARY SECOND MISTRESSES

for April 1976

In the Federal Republic of Germany

Applications are invited from appropriately qualified and experienced women teachers for the following Second Mistress posts for Group 7 Primary schools in the Federal Republic of Germany in April 1976. The schools concerned cater for the children of British Servicemen and sponsored civilians temporarily absent from the United Kingdom. They are administered locally by the British Families Education Service (BFES) and all schools conform to the normal United Kingdom pattern for Primary Education, and are regularly visited by Her Majesty's Inspectors. Except where otherwise stated the age range is 4+ to 11 years.

SECOND MISTRESSES (Group 7)
Alans First School, Laarbruch (age range 4+ to 9)—630 pupils.
Lister Primary School, Herford—520 pupils.
Haig Primary School, Gutersloh—520 pupils.
Lancaster Primary School, Minden—520 pupils.
Bielefeld Primary School—520 pupils.
Hobart School, Detmold—500 pupils.

Selection will be by interview and the successful candidates will be expected to take up the appointments on 1 April 1976.

SALARY. Will be in accordance with the current Burnham Scale plus the additional payment of £351 a year paid to teachers in the London area.

SUPERANNUATION. Normal rights are safeguarded.
FOREIGN SERVICE ALLOWANCE. A tax free allowance is payable.

ACCOMMODATION is provided rent free.
DURATION OF ENGAGEMENT. Initial engagement is for three years.
All applicants should normally be resident in the United Kingdom. Teachers do not normally serve in the Service Children's Schools abroad after the age of 50, and therefore the preferred age is under 47 years at the commencement of the engagement.
Request for application forms and further details should be made on a postcard to:

Ministry of Defence (CM(S)44),
Room 343, Lacon House,
Theobalds Road, London WC1X 8RY
(Telephone 01-242 0232 ext 654)

Closing date for the completed forms is 25 Nov 1975.

ESSEX
DEPUTY YOUTH DIRECTOR

Required for modern purpose-built centre with a large and growing membership with a wide age range.

Would suit recently qualified youth worker looking for a challenging post.

J.N.C. Salary and Conditions.

Applications to: The Chairman, East of London Jewish Youth Club, Carlton Drive, Barkingside, Ilford, Essex IG6 1LZ.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE

THE SHEPPEY SCHOOL
Headmaster, Cyril Poster

Comprehensive upper mixed (13-18) school serving entire community of Isle of Sheppey. Opened September 1970. Final building phase nearing completion includes extensive technical block, Sixth Form accommodation, sports hall and youth wing, careers guidance office. Staff 100 plus for roll of 1,700 students.

4.76. TEACHER YOUTH LEADER. To take charge of Youth Wing on school campus, due for completion Spring 1976. Part-time teaching role within school (any subject). Candidates must hold a teaching qualification and are paid on Burnham Secondary Salary Agreement. Scale 2 for suitable candidate.

Letters of application, together with curriculum vitae and names of two referees to the Headmaster, The Sheppey School, Minster Road, Minster, Sheppey, Kent, as soon as possible please.

MAIDSTONE DIVISION

MAIDSTONE SOUTH BOROUGH GIRLS' SCHOOL
(Roll 800)

For January. A lively, experienced TEACHER as YOUTH TUTOR in charge of Extended Day Activities and to teach half-time during school hours, preferably English with some remedial work with the Fourth and Fifth Years. Scale 3 available for suitable applicant.

Applications to the Headmistress, with curriculum vitae and naming two referees.

LANCASHIRE
EDUCATION COMMITTEE
YOUTH SERVICE
FYLDE DISTRICT YOUTH TEAM

Full-time qualified YOUTH LEADER to be member of the Fylde Youth Team. J.N.C. Scale 2 £2,712-£3,537.

Form further details from the District Education Officer, District 5 Education Offices, 3 Caunce Street, Blackpool.

LEICESTERSHIRE
WELLAND PARK COLLEGE
Welland Park Road
Market Harborough
(a Leicestershire Plan 11 to 14 High School and Community College)

COMMUNITY TUTOR
(Adult)

Salary Burnham F.E. Lecturer I.

From January, or as soon after as possible, a qualified TEACHER is sought, preferably with experience of adult education, who can contribute as a member of a team to a programme of community education.

Apply in writing giving names and addresses of two referees together with curriculum vitae to the Principal from whom further details may be obtained.

LINCOLNSHIRE
EDUCATION COMMITTEE

Applications are invited from suitably qualified persons for the following posts with Lincolnshire County Council to work in one of the geographically largest counties in England containing many unspoilt villages where house prices remain modest in comparison with other parts of the country.

Successful candidate will join a full-time youth service staff of 30 and the opportunity of involvement in training, activities and events at divisional and county level.

SKEGNESS YOUTH CENTRE
YOUTH WORKER
Salary for the above post JNC Range 3 (first five points).
BOSTON
MOBILE WORKER
SWINESHEAD YOUTH CENTRE
YOUTH WORKER
STURTON BY STOW YOUTH WING
YOUTH TUTOR
Salary for the above posts J.N.C. Scale 3.

Application forms and further particulars obtainable from the County Education Officer, County Offices, Newland, Lincoln.

LONDON
INNER LONDON EDUCATION AUTHORITY
LANSBURY ADULT EDUCATION INSTITUTE
Isle of Dogs, E.14
Community Education Co-ordinator (LECTURER GRADE II)
For fuller details please see under Adult Education.

NEED A CHALLENGE?
EXPERIMENTAL COMMUNITY EDUCATION PROJECT
needs
TEACHERS/COMMUNITY WORKERS

Difficult but rewarding work requires energy and enterprise. Experience important.

Apply, Secretary, The Community House and School Project, 130 St. Paul's Road, Birmingham 12.

WEST SUSSEX
MID-SUSSEX AREA

Grants towards removal and resettlement expenses payable in approved cases.

HORSHAM YOUTH AND COMMUNITY CENTRE
Hurst Road, Horsham, Sussex

Applications are invited from suitably qualified men/women for the post of SENIOR LEADER of this large and modern purpose-built centre. Adequate support staff, full-time assistant and excellent facilities for development of initiative in conjunction with Adult/School/Community Services.

Salary J/NJC Range 3, maximum £4,224 per annum [illegible]

Further details and application forms from Education Officer for Mid-Sussex, 38 Church Road, [illegible]

Overseas Appointments

AUSTRALIA
Applications are immediately invited for TEACHING EXCHANGE positions in Australia commencing January, 1976, due to unforeseen cancellations by other applicants. Any primary or secondary school TEACHERS aged between 25 and 45 years with minimum five years teaching in Britain plus some savings need apply. Government half travel and cost of living grants available to successful applicant.

For full particulars and application form please write to the following address, enclosing a stamped addressed envelope for your reply. League for the Exchange of Commonwealth Teachers, 124 Belgrave Road, Westminster, London SW1V 2BL.

ZAMBIA
THE INTERNATIONAL SCHOOL OF LUSAKA
Applications are invited from young teaching couples to teach the following subjects from September 1976: MATHEMATICS, BIOLOGY, PHYSICS, ENGLISH. Candidates must be qualified and have some experience of teaching to "O" level.

Salaries above Burnham, plus overseas allowance, 25 per cent gratuity, free housing and air passages.

Short-listed candidates will be interviewed in London in February 1976.

Write for application forms to: A. Ward, Headmaster, International School, Box RW 121, Lusaka, Zambia.

AUSTRALIA
ST. ANNE'S AND GIPPSLAND GRAMMAR SCHOOL

A vacancy will exist early 1976 for a SENIOR MISTRESS. This is a senior executive position involving both administrative and teaching responsibilities. Accommodation will be provided for a single lady.

Attractive salary and responsibilities allowance will be paid.

Further particulars, apply to the Principal, S.T.A.G.G.S., P.O. Box 405, Sale, Victoria 3850, Australia.

KUWAIT
EDUCATIONAL CENTRE
SUPERVISOR—T.E.F.L.
Duties include supervision of a team of E.F.L. teachers, liaison with college administration, and production of E.F.L. course material for technical students.

Salary £4,000 p.a. plus accommodation, leave, airfare. Two year contract.

Applicants must be graduates with T.E.F.L. qualification and experience; administrative experience an advantage. Send full curriculum vitae with a recent photograph to the Director, Kuwait Educational Centre, P.O. Box 2752, Kuwait.

FRANCE
Required dynamic TEACHER (22-30) to teach ENGLISH to French adults and children. T.E.F.L. diploma and/or valid teaching experience necessary. Candidates must have sound mastery of oral teaching techniques, especially interrogation and correction. Good salary offered to suitable candidate. Six weeks paid holidays per year.

Apply with C.V., references and photo to The McKees, Cours d'Anglais, 25 Rue Lyautey, 54000, Nancy.

AFRICA
TEACHERS (all subjects) urgently needed in Catholic missions schools throughout Africa. We require practising Christians who can express their commitment through dedicated service for this challenging worthwhile work. Volunteer terms.

Please send postage for reply. VMM, 1 Victoria Rd., London NW7 4SA.

BALEARIC ISLANDS
Teach-in-the-sun.
Established clientele four years.
Small ingoing required.
Commence before Xmas or New year.
Flat and car available.
Details telephone Bournemouth [illegible].

SWITZERLAND
Experienced GOVERNESS-TEACHER with driving licence for one boy 7, one girl 3.

Salary £160 net per month.

Write with reference, telephone number and photograph to: [illegible] Ortiz, 46 Route de la Capite, 1223 Cologny, Geneva, Switzerland.

WEST INDIES
Batik Studios in West Indies seek active, young, retired, ARTIST craftsman couple, with view to eventual Managing Directorship. All round ability more important than Batik experience. Details: Caribee Studios, Wallilabou Bay, Barrouallie P.O. St. Vincent.

GERMANY
ENGLISH LANGUAGE TEACHER required for minimum of one year.

Apply Benedict-Sprachschule, 404 Neuss, Büttgerstrasse 29-31.

THE UNITED WORLD COLLEGE OF SOUTH EAST ASIA

(Formerly The Singapore International School)

HEADMASTER

The Board of Governors invite applications for appointment to the post of Headmaster which has become vacant upon the untimely death of the previous Headmaster, Mr P. B. Jolley. Applicants must be in a position to take up the post by August 1976 at the latest.

The College is one of three now operating within the United World Colleges movement. It is comprehensive, with 1,250 boys and girls of 47 nationalities aged 11-19 years. A wide range of examinations are taken, including G.C.E. "O" and "A" Levels, and International Baccalaureate courses are being introduced in the current school year.

The College opened in 1971, and occupies modern air-conditioned premises including boarding facilities for 300 boys and girls, which stand in a spacious suburban area adjacent to new university and school developments.

An associated project, the Johore United World Centre, will utilise newly constructed buildings on a beautiful site in undeveloped country on the coast of South East Malaysia, for adventure training, field study and local community service in conjunction with students from Malaysian colleges and schools.

QUALIFICATIONS
The successful applicant will probably have had experience in running a large secondary school and may have a knowledge of mixed boarding. An understanding of the aims of the U.W.C. movement and familiarity with the I.B. will be advantageous. The Headmaster is closely involved with the Governors in the organisation of the business and forward planning of the school. There is therefore a requirement for a keen business sense and administrative ability in handling the many non-educational aspects of running an independent school. Applicants should have a wide range of academic interests and be able to share in the academic, adventure, community service and cultural activities of an international school.

SALARY AND CONDITIONS
Initial salary and emoluments including adjustments for overseas service will be in the scale of Singapore dollars 65,000-75,000 (approximately £12,750-£14,700 at current exchange rates). Medical cover, the use of a car and other minor fringe benefits apply. A Headmaster's house is provided. Present superannuation rights may be preserved by arrangement. The initial appointment will be for four years with the possibility of renewal.

APPLICATIONS
By letter in the first instance, and including full curriculum vitae and names of three referees, should be returned by 28th November to United World Colleges, London House, Mecklenburgh Square, London WC1N 2AB (Mark envelopes "UWC of S.E.A."). Initial interviews will be in London early 1976 with final interviews at a later date in Singapore.

FURTHER INFORMATION
May be obtained from the Internationa Office of United World Colleges at the above address. (Telephone number 01-278 2115).

GERMANY

The Centre for British Teachers in Europe Limited

There are still vacancies for British teachers to teach English in Secondary Schools and Further Education establishments in the Federal Republic of Germany. These posts are in Gymnasien in Nordrhein-Westfalen and Niedersachsen and in Berufsbildende Schulen in Nordrhein-Westfalen.

QUALIFICATIONS
Applicants must possess a university degree, a teaching qualification and some teaching experience. All candidates should have a good working knowledge of spoken German.

SALARY
Gymnasien and Berufsbildende Schulen
£275-£385 per month
(The Mark has been converted at 5.6 to the Pound) free of income tax.

LENGTH OF CONTRACT
Contracts will be for eighteen months starting with an Orientation Course in Germany on 19th January 1976. There may be the possibility of a few twelve month contracts.

For details and application forms: The Centre for British Teachers in Europe Limited (TJ4), Quality House, Quality Court, Chancery Lane, London WC2A 1HP. Tel: 01-242 2982.

Administration

Local Education Authority

BERKSHIRE

(Royal County of)

CAREERS SERVICE

Applications are invited for the following post:—

CAREERS OFFICER (Team Leader) at the Reading Careers Office. Applicants must have experience in the Service and hold professional qualifications.

Salary Scale A.P. 4/5 £3,366 to £4,095

Car allowance and assistance towards removal available.

Application forms and further particulars available from Director of Education (Careers), Education Department, Kennet House, 80-82 Kings Road, Reading RG1 3BL.

CAMBRIDGESHIRE

COUNTY COUNCIL

CAREERS SERVICE

SPECIALIST CAREERS OFFICER (CAS 15)

Salary: AP4 (£3,366 to £3,702). Duties involve careers work with pupils in Sixth Forms and Colleges of Further Education in the northern part of the County. The post is based in Peterborough where the Careers Service is due to move into new premises early in 1976.

Assistance may be available with housing.

Candidates should have the Diploma of the Youth Employment Service Training Board or equivalent qualification. Further details and application forms from Assistant Education Officer (Careers), 7 Rose Crescent, Cambridge, CB2 3QS.

Closing date: 24th November.

DEVON

COUNTY COUNCIL

SENIOR CAREERS OFFICER (UNEMPLOYMENT)

A.P. 4/5, £3,[illegible] to £4,095

This post will be based in Plymouth but will involve working in all areas of the county specifically in helping the unemployed. Main duties will involve liaison and negotiation with employers, training agencies and establishments as well as keeping in close contact with unemployed young people. After March 31, 1977, the person appointed will be assimilated into the establishment of the careers service.

Assistance with removal expenses up to [illegible] and separation allowances may be given.

Application forms and further details from the Chief Education Officer, County Hall, Topsham Road, Exeter [illegible] (telephone [illegible]) to be returned by November [illegible], 1975.

DEVON

COUNTY COUNCIL

SOUTH DEVON AREA EDUCATION OFFICE

Paignton

ADMINISTRATIVE ASSISTANT

AP5, £3,825 to £4,095

LEADER of team working on appointment and salaries of teachers. Experience in interpretation of Burnham Awards preferred but young graduates seeking first appointment in Local Government and willing to tackle difficult job will be considered.

Application form and further details from Chief Education Officer, County Hall, Topsham Road, Exeter EX2 4QG. Tel. 0392 77977, Ext. 582 for return by 21st November, 1975.

DURHAM

COUNTY COUNCIL

FURTHER EDUCATION ORGANISER

Applications are invited from qualified TEACHERS for the above post, initially in the Easington District, the duties to be in Youth and Community Work and non-vocational further education. Some experience in these aspects of further education essential.

Salary scale £4,695 to £5,331 (Soulbury Range A points 16-20).

The appointment will be subject to the conditions of either the Teachers Superannuation Acts or the Local Government Superannuation Acts.

Details and application forms, returnable by first post on 24th November, 1975, from the Director of Education, P.O. Box, County Hall, Durham, DH1 5UJ, on receipt of a foolscap stamped addressed envelope.

BAC

AERONAUTICAL & ELECTRONICS INSTRUCTORS

You can earn over **£13,300** in the next two years **TAX-FREE**

We are seeking an Electronics Instructor and an Aero-Engine Instructor for the King Faisal Air Academy at Riyadh in Saudi Arabia where we are responsible for the training of Saudi Arabian cadet pilots.

Applications are invited from graduates, aged 25 to 50, with a Degree in Electronics or Mechanical Engineering, who have had at least one year's lecturing experience. Consideration may also be given to applicants with an HND/HNC in Aeronautical Engineering and with at least three years' experience of Aero-Engine Instruction.

The successful candidates will receive free bachelor accommodation and messing, medical care and other facilities. We also offer frequent and generous travel-paid home leave.

Please apply with brief details of appropriate experience, quoting Ref. No. 54/TES, or telephone Preston 634317.

The Personnel Officer (S.A.),
Saudi Arabian Support Dept.,
British Aircraft Corporation,
Warton Aerodrome,
Preston, PR4 1AX, Lancs.

BRITISH AIRCRAFT CORPORATION

LONDON BOROUGH OF BARKING

EDUCATION DEPARTMENT

Senior Careers Officer

£4,086-£4,256 p.a.

Join Barking's progressive Careers Service and progress: the previous post holder is now Deputy Principal. Devat is in extensvie use, caseloads are below 400, and very close links with the schools are being forged. Good basic experience is required as the officer will be responsible for a full-time office and lead a team, as well as develop a specialism in the field of further education and adult guidance.

Application form and details from the Chief Education Officer, Town Hall, Barking, Essex IG11 7LU.
Closing date: 19th November, 1975.

HERTFORDSHIRE COUNTY COUNCIL

COUNTY CAREERS OFFICER

£6,009-£7,194 (including fringe allowance)

Applications by letter from candidates with good experience should be addressed, giving names of two referees, to the County Education Officer (Ref AFS/590), County Hall, Hertford, from whom further details may be obtained.

Closing date 21 November, 1975.

WILTSHIRE AREA HEALTH AUTHORITY

AREA HEALTH EDUCATION OFFICER

Salary Scale 18—£5,046 rising to £6,255 per annum

Applications are invited from suitably qualified candidates currently employed in the National Health Service in England and Wales for the post of Area Health Education Officer. The post offers scope to develop a wide range of subjects in this interesting service, and some administrative support is available.

The successful candidate will have completed a course in specialist training in Health Education or have considerable experience in health or education work.

Application forms and further details available from Mrs. D. Hampton, Appointments Unit, Wiltshire Area Health Authority, Rowden Hill House, Chippenham SN15 2AN. Tel: Chippenham 51251 Ext. 245.

Closing date for applications: November 24th, 1975.

Merseyside County Museums

Keeper of Education Services

SENIOR OFFICER GRADE 2 (£4,689-£4,992 p.a.)

This officer is responsible for organising and maintaining educational work based on the Museum's resources. Candidates should be qualified teachers with considerable classroom experience. Experience of Museum education work would be an advantage.

Application forms, returnable by 17th November, 1975, and further particulars are obtainable from the Director, Merseyside County Museums, William Brown Street, Liverpool L3 8EN.

Merseyside
COUNTY COUNCIL

Education Careers Service

careers officer

RETFORD

£2,529-£3,202

careers officer

NEWARK

£2,529-£3,202

In each case the salary quoted is under review. Starting salaries will depend upon age and experience. Car allowances are available for both posts.

Generous assistance may be given with the expenses incurred in moving house in accordance with the Authority's scheme.

Further details can be obtained from the Director of Education (YE1), Careers Service HQ, 4th Floor, Exchange Buildings South, Cheapside, Nottingham, NG1 6FZ. Please quote ref. 151.

Nottinghamshire
County Council

Centre for Information and Advice on Educational Disadvantage

This new centre aims to help the education service and others develop their work with the disadvantaged at all stages of education. The needs of minority groups are to be given special attention. Financed at present by the Department of Education and Science, it is an independent body with chairman of Governors, Sir Alec Clegg; Director, Mr. C. D. Roberts, H.M.I.

It needs staff who have relevant experience to offer, committed to work for the disadvantaged and eager to pioneer a new service.

Deputy Director

(Local Authority Scale Principal Officer 2—£6,396-£7,407)

to assist in establishing the centre, formulating policy and specialising in one or more aspects of the centre's programme. Previous experience in a post of senior responsibility looked for but any stage of education will be considered relevant.

Field Officer

(Local Authority Scale Principal Officer 1/Principal Officer, 2—£5,406-£6,225)

to liaise with schools, colleges, local education authorities and other organisations. Qualified teacher from any stage of education: interests in language, social community and minority group education.

Research Officer

(Local Authority Scale A.P.5/Senior Officer 1—£3,825-£4,842)

to help communicate research findings and advise on techniques of assessment and identification. Graduate with research experience in education or teacher with research experience.

Premises on the site of the Elizabeth Gaskell College of Education, near the centre of Manchester. Conditions of service and superannuation as for local government staff or on secondment from present post. Further details and application forms from Mrs. P. A. Fox, Department of Education and Science, Elizabeth House, 39 York Road, London SE1 7PH, or by telephoning London 01-928 9222, extension 2083.

CLOSING DATE 24 November, 1975.

HERTFORDSHIRE COUNTY COUNCIL

Assistant Divisional Education Officer

Dacorum Division

Salary scale Senior Officer 1/2, £4,359 to £5,112
(including local weighting)

Applications are invited for the post of ASSISTANT DIVISIONAL EDUCATION OFFICER from men or women graduates with teaching experience in responsible posts in the United Kingdom. Previous occupants of the post now hold senior appointments with this or other authorities. The post would be suitable for a person entering administration as it offers good opportunity for general experience over a wide field. The commencing salary will be according to age and experience. Car allowance payable.

Applications by letter giving names of two referees, to the Divisional Education Officer, Town Hall, Marlowes, Hemel Hempstead HP1 1UQ, from whom further details may be obtained. Closing date 21 November, 1975.

SENIOR CAREERS OFFICER

Salary—£4,086 to £4,806 per annum+Car Allowance

To lead a team of centrally based Careers Officers, working with pupils of all levels of ability in a group of Comprehensive and Independent Schools.

Applicants should be qualified and experienced Careers Officers.

An Essential Car User Allowance is payable and grants towards lodging and removal expenses may be made in appropriate cases.

CROYDON

Cliff Webber, the Principal Careers Officer or Hugo Briggs, his Deputy, is available for informal contact on 01-686 4433, Ext. 2289/2286.

Applications should be in writing to the Director of Education (P.M.O.), London Borough of Croydon, Taberner House, Park Lane, Croydon CR9 1TP, to include a concise summary of qualifications and relevant experience.

Closing date 24th November, 1975.

HAMPSHIRE

Second Deputy County Education Officer

Salary range £9,678-£10,314 per annum

Applications are invited for the appointment of Second Deputy County Education Officer. Candidates must be graduates of a British University and have adequate teaching and administrative experience.

Generous disturbance and separation allowances, removal/legal expenses and mortgage facilities are available.

Further particulars and forms of application are available from the County Personnel Officer, The Castle, Winchester (Telephone Winchester 4411, Extension 315) and should be returned by 21st November, 1975.

BOROUGH OF
SOUTH TYNESIDE
CAREERS SERVICE

Temporary Specialist Careers Officer

£3,366-£3,702

Two vacancies exist for Careers Officers to specialize in work with unemployed young people. Responsibilities will include individual guidance, together with contact with employers and training courses/schemes for unemployed young people. Applicants should be qualified and experienced Careers Officers or have managerial/personnel experience in industry and commerce; special training courses will be provided. The period of employment is dependent upon the continuance of the high level of unemployment among young people locally; the posts will terminate, at the latest, on 31st March, 1977.

Application forms from Personnel Department (Ref. 33), Westoe Hall, Westoe Village, South Shields (South Shields 2191). Closing date: 21st November, 1975.

EDUCATION DEPARTMENT

Assistant Youth and Community Officer

Salary on scale £3,495-£4,059 per annum. The Officer appointed will act as County Organizer of the Clwyd Federation of Young Farmers' Clubs. A thorough knowledge of Welsh is essential.

Application form obtainable from the Director of Administration, Shire Hall, Mold, to be returned by 18th November.

CLWYD
County Council
North Wales

M. H. PHILLIPS, Director of Administration.

ADMINISTRATION
Local Education Authority continued

HAMPSHIRE

SPECIALIST CAREERS ADVISER (Abler Pupils)

UP TO £4,095

Applications are invited from qualified OFFICERS to fill the post of SPECIALIST CAREERS ADVISER for Abler Pupils to be based in Farnborough or Aldershot.

Please quote reference 2437/AA when obtaining application forms and further details from The Personnel Officer, The Castle, Winchester, Hampshire, SO23 8UJ, returnable by 24 November, 1975.

HAMPSHIRE

SPECIALIST CAREERS ADVISER, INDUSTRIAL AND EDUCATION LIAISON

Applications are invited from qualified CAREERS OFFICERS to fill a specialist post which has been created to help tackle the problems of finding work or training for young people in areas of high unemployment in the County. The Officer will supplement the functions of the existing Careers Officers. Salary in accordance with AP4/5 £3,366-£4,095.

Please quote reference 2423/AA when obtaining application forms and further details from The County Personnel Officer, The Castle, Winchester, Hants SO23 8UJ, returnable by 24th November, 1975.

NORFOLK

COUNTY COUNCIL

ASSISTANT AREA EDUCATION OFFICER

WESTERN AREA OFFICE

King's Lynn

Salary: Soulbury Points 17 to 21 (£4,854 to £5,390)

This post provides an excellent opportunity for a TEACHER to enter EDUCATIONAL ADMINISTRATION, though experience in an education office would be an advantage. The person appointed will assist the Area Officer in the day-to-day administration of schools and will be expected to undertake special responsibilities in primary and middle schools.

Application forms and further particulars are available from the County Education Officer, County Hall, Norwich NR1 2DL, to be returned by 21st November, 1975.

General

CARDIFF

GENERAL SECRETARY required for Cardiff Y.M.C.A. Applicant should, preferably, be experienced in building redevelopment, hostel management and be in sympathy with the Christian purpose of our organization. Post superannuated and under recognized scales.

Please apply to the Chairman for details, Y.M.C.A., Station Terrace, Cardiff CF1 4EW.

NATIONAL UNION OF STUDENTS

ADVISER needed in the Grants and Welfare section of the Education and Welfare Department. Starting salary in scale £3,041 to £3,400 per annum including London Weighting plus L.V.'s. Application forms and further particulars from E. & W. Dept., N.U.S., 3 Endsleigh Street, London WC1H 0DU. Closing date seven days after appearance of this advertisement.

UNIVERSITY OF CAMBRIDGE LOCAL EXAMINATIONS SYNDICATE

Applications are invited for the post of ASSISTANT to the SECRETARIES for work primarily in the field of modern languages. The appointment is subject to the University Statutes and Ordinances, and will be tenable from 1st January, 1976, or as soon as possible thereafter. Duties will include general administration work on syllabuses and question papers. Candidates should hold a good honours degree in Modern Languages or Technical Subjects; experience of teaching or of educational administration will be an advantage. Preference will be given to candidates between 25 and 35.

The pensionable stipends (under review) for Assistants to the Secretaries are

Grade II: £3,594 a year, rising by seven annual increments to £5,022, or, if the person is ordinarily resident in College, £3,495 a year, rising by seven annual increments to £4,913.

Grade III: £2,574 a year, rising by five annual increments to £3,594, or, if the person is ordinarily resident in College, £2,475 a year, rising by five annual increments to £3,495. In addition, a "threshold" payment of £83.52 is payable at each point on the scale. Appointment may be made above the minimum.

Further information may be obtained from the Secretary, Local Examinations Syndicate, 17 Harvey Road, Cambridge CB1 2EU. Applications required not later than 24th November, 1975.

Child Care

NORTHANTS

Resident HOUSEMOTHER required for five to six boys aged 9/10 at special Steiner school for maladjusted but normally intelligent children. Suitable experience with ages nine to 10 essential and residential qualifications advantageous. Pottersbury Lodge School comprises an old house with additional modern buildings, excellent facilities and good accommodation. Salary negotiable.

Applications are invited from unmarried women in the age range 25 to 40 years.

Further information regarding this post is available from The Principal, Pottersbury Lodge School, Towcester, Northants. Telephone Yardley Gobion 542170.

WARWICKSHIRE

COUNTY COUNCIL

EDUCATION DEPARTMENT

PACKWOOD SPECIAL SCHOOL

Glasshouse Lane, Hockley Heath, Solihull B94 6PX

ASSISTANT MATRON required at this residential school for 60 educationally subnormal boys aged 10-16 years. Appointment subject to satisfactory medical and X-ray examinations.

Salary scale:—£2,412 to £2,865, less a deduction of £372 per annum for board and lodging. Additional payment of £150 per year if suitably qualified. Remission of board and lodging charge during normal school holiday periods.

Application forms and further particulars may be obtained from the Head at the school (telephone Lapworth 32601).

M. L. Ridger, County Education Officer, 22 Northgate Street, Warwick.

Educational Psychologists

SOMERSET

EDUCATION AND CULTURAL SERVICES COMMITTEE

EDUCATIONAL PSYCHOLOGIST

An Educational Psychologist is required for the East Somerset Area based in Yeovil. The salary will be within the Soulbury range 7 to 22 (£3,360 to £5,670). Applicants should have an honours degree in psychology, post-graduate professional training and teaching experience.

Application forms, which should be returned not later than 1st December, may be obtained with further details of this post, from the Chief Education Officer (Staff NE), County Hall, Taunton

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HAMPSHIRE

Educational Psychologist

Responsible for training

Soulbury Point 14-22: £4,377-£5,670

Applications are invited for qualified and experienced Educational Psychologists for the above post. Starting salary dependent upon experience, with increments for promotion.

The Psychologist will work with the County School Psychological Service and with the Psychology Department, Southampton University, helping on the M.Sc. Course for Educational Psychologists. The L.E.A. base will be Winchester. The University Course is based in Southampton.

The post offers exceptional opportunties for University experience and work in a large School Psychological Service. Application forms and further details obtainable from The County Education Officer, The Castle, Winchester, telephone Winchester 4411 extension 509. Returnable by 21st November.

EDUCATIONAL PSYCHOLOGIST

Applicants should have an honours degree in Psychology together with postgraduate training and teaching experience.

The salary will be in accordance with Soulbury Scales, points 12-16 (£4,059-£4,695).

The successful candidate will be employed in the eastern area (i.e., the Kettering/Corby/Wellingborough areas) of the county with responsibility for schools in the area, including several special schools. Some time will also be spent in the Northampton child guidance clinic where psychiatrists, social workers and psychologists work as multi-disciplinary teams; all members of staff have the opportunity of being involved in work with on-going treatment cases under the direction of the Consultant Psychiatrist.

Considerable emphasis, in both the school psychological service and in the clinic, is laid on educational and preventive work, and there are opportunities for developing particular skills and interests.

Assistance is given with removal expenses in approved cases and an essential user car allowance is payable.

Application forms and further particulars are available by sending a S.A.E. to the Personnel Officer, County Secretary's Department, County Hall, George Row, Northampton, to whom completed forms should be returned by 28th November, 1975.

Northamptonshire
Education Department

METROPOLITAN
BOROUGH of SANDWELL
Department of Education

EDUCATIONAL PSYCHOLOGISTS

Applications are invited from fully qualified and experienced educational psychologists for the above posts in the Child Psychology Service which is fully integrated with the Education Service and has close links with other supporting services. Qualified applicants with three years' suitable experience may be offered senior appointments with responsibility for designated areas of work and localities.

Successful applicants may be placed in the top range of the Soulbury Scales for Educational Psychologists up to a maximum of £6,030.00 per annum.

These appointments have been designated as key posts and successful applicants may qualify for removal and resettlement expenses up to a maximum of £650.00 together with a lodging allowance for a period not exceeding three months. Casual user car allowance payable.

Application forms from and returnable to: G. A. Bridsdon, Director of Education, P.O. Box 41, Highfields, High Street, West Bromwich, West Midlands, B70 8RG.

Education Director

for HELP THE AGED

An opportunity for an experienced man or woman with drive and dedication to develop the recently formed Education Department, the purpose of which is to educate society, particularly the young, towards understanding and achieving a dignified, active and independent life for the aged.

The Director is responsible for preparation of literature and audio/visual materials, their effective distribution, liaison with schools and local authorities and the promotion of the general aims of the department.

Creative flair, some knowledge of the education world, the ability to speak in public, and administrative skill are desirable qualifications for the job, but it is essential that the Director should have a promotional attitude of mind.

For this we offer a good salary, pension and free life assurance.

Please write giving details of experience, age and present salary to:—
Frank Baker, PO Box 4UB, London W1A 4UB. Quoting reference J/TE/14.

City of Liverpool

F. L. CALDER COLLEGE OF EDUCATION

SENIOR ADMINISTRATIVE OFFICER

The Governors invite applications for the post which will become vacant in mid-November.

Appropriate nationally recognized qualifications in public administration must be held.

Salary, S.O.1, £4,239-£4,545 p.a.

Closing date for receipt of applications is Tuesday, 18th November, 1975 and interviews will be held as soon as possible.

Forms and further details (stamped addressed envelope please) may be obtained from the Principal, Dowsefield Lane, Liverpool L18 3JJ. Tel. 051-428 4041.

Examiners

ASSOCIATED LANCASHIRE SCHOOLS

EXAMINING BOARD
(Certificate of Secondary Education)

Applications are invited for the posts of ASSISTANT EXAMINERS in all the subjects offered for examination by the Board but especially in the following subjects:—

ENGLISH (C.S.E. and Joint 16 plus examinations).

TYPEWRITING.

FASHION and CLOTHING.

GEOGRAPHY (C.S.E. and Joint 16 plus examinations).

Preference will be given to applicants who live in or near the Board's area of operation.

Application forms and further details may be obtained from the Secretary, Associated Lancashire Schools Examining Board, 77 Whitworth Street, Manchester M1 6HA.

METROPOLITAN REGIONAL EXAMINATIONS BOARD

Applications are invited for the following posts:—

CERTIFICATE OF EXTENDED EDUCATION

CHIEF EXAMINER in HISTORY (for the 1976 and subsequent series)

CERTIFICATE OF SECONDARY EDUCATION

CHIEF EXAMINERS (for the 1977 and subsequent series).

CHEMISTRY

MOTOR ENGINEERING

Additional EXAMINERS

CRAFT DESIGN and TECHNOLOGY (for the 1976 and subsequent series).

GEOGRAPHY (for the 1977 and subsequent series).

MODERATORS

TECHNOLOGY and RELATED TECHNICAL STUDIES (for the 1976 and subsequent series).

DANCE (for the 1976 and subsequent series)

ASSISTANT EXAMINERS

ENGLISH.

ASSESSORS

ENGLISH COURSE WORK.

VISITING ASSESSORS

EMBROIDERY and DESIGN.

WOODWORK.

METALWORK.

TECHNICAL DRAWING.

MOTOR ENGINEERING.

ENGLISH ORAL.

Requests for application forms and further details by postcard to D. H. Board, M.A., Secretary to the Board, Lyon House, 104 Wandsworth High Street, London SW18 4LF, to whom completed application forms should be returned not later than 17th November, 1975.

Metropolitan Borough of

SEFTON

Education Department

EDUCATIONAL PSYCHOLOGISTS

(Re-advertisement)

Soulbury Scale 17-22 £4,054-£5,670

Applications are invited from fully qualified and preferably experienced psychologists for posts in a developing psychological service. Successful candidates will be based at the central office of the Education Department in Crosby and will join a team providing a comprehensive psychological service to schools and other agencies. The Authority is developing a lively and adventurous service which is keen to explore new ideas and foster individual interests.

Sefton is an area of great variety and interest, situated to the north of Liverpool whose centre, with its cultural amenities is only a few miles away. It has the advantage of being on the coast and affords easy access to rural Lancashire, the Lake District and North Wales. A car allowance will be payable and also removal expenses in approved cases. N.J.C. Regulations will apply.

Application forms and further particulars from the Chief Education Officer, Education Department, Burlington House, Crosby Road North, Waterloo, Liverpool L22 0LG, to be returned within two weeks of the appearance of this advertisement.

HERTFORDSHIRE COUNTY COUNCIL

CAREERS SERVICE

Applications are invited for a special post created to help unemployed young people. The post will be based initially in the Stevenage area but will involve working throughout the County. Apart from formal qualifications, a high level of interest in employment, training and recruitment matters is required. The person appointed will have the opportunity *to remain in the Hertfordshire Careers Service* and to proceed on to further career development. Salary scale will be AP4 (£3,366-£3,702). Assistance with housing may be given.

Application forms and details from the County Careers Officer, County Hall, Hertford, Telephone Hertford 54242, to be returned by November 20, 1975, (Ref. 17).

FIFE

REGIONAL COUNCIL

EDUCATION COMMITTEE

ARDROY OUTDOOR CENTRE

RESIDENT INSTRUCTRESS

Applications are invited for the above post from Teachers (Female), commencing 5th January, 1976.

The Authority wishes to appoint a person who has experience in sailing and canoeing principally, together with knowledge of skills of mountain and expedition work. An interest in environmental studies would be an advantage. Applications and further information can be obtained from the Warden, Ardroy Outdoor Centre, Lochgoilhead, Argyll, to whom completed forms should be returned not later than Friday, 21st November, 1975.

JAMES M. DUNLOP,
Chief Executive Officer.

METROPOLITAN REGIONAL EXAMINATIONS BOARD

Applications are invited for the following posts

MODERATOR

BEHAVIOUR STUDIES

(Roman Catholic) for 1976 series.

ADDITIONAL EXAMINER

Plumbing for the 1977 series.

Application forms and further details should be requested by postcard from D. H. Board, M.A., Secretary to the Board, Metropolitan Regional Examinations Board, Lyon House, 104 Wandsworth High Street, London SW18 4LF, to whom completed application forms should be returned not later than 17th November, 1975.

THE SOUTH-EAST REGIONAL EXAMINATIONS BOARD

for the

CERTIFICATE OF SECONDARY EDUCATION

Applications are invited for the posts of:

CHIEF EXAMINER in GEOGRAPHY and MUSIC for the 1977 series of examinations.

Further details and application forms are obtainable from The Secretary, The South-East Regional Examinations Board, 2-4, Mount Ephraim Road, Royal Tunbridge Wells, TN1 1EU, to whom *completed applications* should be sent at once but certainly not later than 1st December, 1975.

Librarians

MANCHESTER
DIDSBURY COLLEGE OF EDUCATION
PERIODICALS LIBRARIAN
Applications are invited from suitably qualified LIBRARIANS for the above post to undertake responsibility for the control and maintenance of periodicals, binding and microform materials, and other professional duties.

Salary: Librarians' scale £2,127/2,863/3,282).

Further particulars and application forms (returnable by 19th November) may be obtained from the Senior Administrative Officer, Didsbury College of Education, 799 Wilmslow Road, Manchester M20 8RR.

Ancillary Services

BRISTOL

THE UNIVERSITY

DEPUTY DOMESTIC BURSAR (Catering) required in January 1976 for a Hall of Residence for 310 men. Salary at present on the Scale £1,488-£1,914, which is under review, with full board residence (*non-resident considered*). Generous holidays and good working conditions. Pension Scheme.

Applications to, and further particulars from: Domestic Bursar, Churchill Hall, Stoke Park Road, Bristol BS9 1JG.

DORSET
Good Home and Salary offered to Resident Assistant MATRON in return for helping with Deprived Children in small well established family school. Qualifications not essential.

Applications to: Principal, Grangewood Hall School, 21 St. John's Hill, Wimborne. Tel. 3054.

Miscellaneous

HULL

THE UNIVERSITY

TECHNICAL MANAGER, AUDIO VISUAL CENTRE
(Re-Advertisement)

Applications are invited for the above post. The Audio Visual Centre is a central academic service unit with some teaching responsibilities and comprises sophisticated, broadcast standard, television and sound studios, a distribution system and a busy V.T.R. suite, a film unit and the usual A.V. activities.

Scale: National Salary Scale for academic-related staff Grade II, £3,032 to £4,154 (under review).

Applications (four copies) giving details of age, qualifications and experience together with the names of three referees should be sent by 31st December, 1975, to the Registrar, The University of Hull, Hull, HU6 7RX, from whom further particulars may be obtained.

SURREY
ELMBRIDGE LEISURE CENTRE
RECREATION SUPERVISORS/LEADERS (three posts) £ [illegible] £3,102 to £3,462

This new £1m Leisure and Sports Complex, located on a 60-acre site alongside the River Thames at Walton-on-Thames is to open shortly and will provide for a wide range of leisure activities including soccer, squash, gymnastics, weight-training and the martial arts. The centre has a sauna/solarium as well as restaurant and bar facilities.

The Recreation Supervisors/Leaders will offer basic coaching in a number of sports and assist the Recreation Officer in the control of the educational programme during school hours, as well as contribute to the general administration of the Leisure Centre Complex. Weekend and evening working will be required on a rota basis.

Applicants should hold the Diploma in Physical Education and preferably have coaching experience.

Application forms and further details from Chief Personnel Officer, Elmbridge Borough Council, Town Hall, Walton-on-Thames, Surrey KT12 [illegible] phone Walton [illegible] ext. [illegible] Closing date [illegible]

LONDON, E.C.1
THE CITY UNIVERSITY
DEPUTY DIRECTOR OF PHYSICAL RECREATION
Applicants must hold a Diploma in Physical Education (graduates or non-graduates) who have experience of teaching and of coaching games and recreational activities.

The main responsibilities of the post will be for the development of an intramural programme at the University Sports Centre and for the day-to-day running of the Centre.

Salary will be within the scale £3,260-£4,280 per annum (under review) plus £300 per annum London Allowance and the position is superannuated.

The post is available immediately and the closing date for applications is 21st November, 1975.

Application forms and further details can be obtained from The Personnel Officer, The City University, St. John Street, London, E.C.1. (Telephone 253 4399 ext. 571).

DURHAM
COUNTY COUNCIL
HOWTOWN OUTDOOR ACTIVITY CENTRE
Qualified TEACHER
Applications are invited from qualified WOMEN TEACHERS able to instruct MOUNTAINEERING (minimum standard Mountain Leadership Certificate or equivalent) for a temporary resident or non-resident post at the Centre from 1st January, 1976, for 1 term.

Candidates should also be able *to offer appropriate qualifications* in at least one of the major activities undertaken which include Ski-ing, Rock Climbing and Winter Mountaineering.

Salary Scale 2 in accordance with current teachers scale less £274 per annum, if resident.

Further details and application forms returnable as soon as possible from the Warden, Howtown Outdoor Activity Centre, Ullswater, Penrith, Cumbria, on receipt of a foolscap stamped addressed envelope.

POWYS COUNTY COUNCIL

EDUCATION DEPARTMENT

Required for 1st January 1976, or such later date as may be arranged: a suitably qualified and experienced permanent supply TEACHER, to serve in the former areas of *part Breconshire-Radnorshire*. Essential car user allowance. Scale 1 post. (Ref. 180/C/5). Application forms and further particulars (stamped addressed envelope) obtainable from the undersigned, to whom completed forms should be returned by 20th November 1975.

Robert W. Bevan, *Director of Education*, Education Department, County Hall, Llandrindod Wells, Powys.

WHO WANTS TO SAIL

THE TRADE WIND ROUTE IN THE 8 BERTH ALDEN STAYSAIL SCHOONER CHARM III?

S.T.A. race cruise starting from Plymouth to Lisbon, Teneriffe, Bermuda, Newport and New York by invitation, to the 200th century anniversary celebrations of the U.S.A.

A *challenge*, adventure sailing and navigation with experienced skipper, mate and navigator.

Details and cost from Esmond D. Friend, Lieutenant Commander D.S.C., R.N.R. (Retd.), Causeway Cottage, St. Germains, East Cornwall. Support and sponsorship invited.

AVON COUNTY
Required for January, PERIPATETIC WOODWIND TEACHER. The successful applicant will be based in Bristol and duties will include teaching mainly flute and clarinet to groups in secondary schools. Scale 2 post available for qualified and experienced teacher, but applications are also invited from orchestral players as a special instructor's scale will apply in the case of a person not recognised as a qualified teacher.

Further details and application form from Director of Instrumental Music, Music School Office, *Hannah More Centre, New Kingsley Road*, Bristol BS2 0LT.

JONATHAN FALLOWFIELD, U.K.'s foremost wholesaler, are interested in developing the educational market potential, and initially require one representative to begin this market development. Payment will be by *salary* and commission. Company car provided plus usual benefits. Please reply in the first instance, in writing, to Mr. M. J. Eledon, Jonathan Fallowfield Limited, Strathcona Road, North Wembley, Middlesex, HA9 8QL.

GYMNASIUM work. Trained P.E. instructor required for two evenings a week, 30 or under, for gymnasium near Sloane Square, S.W.1.—Write Box TES 1986, The Times WC1X 8EZ.

English as a Foreign Language

BOURNEMOUTH
Qualified Experienced T.E.F.L. TEACHERS required by the Anglo Continental School of English, London. The Anglo Continental Educational Group will be opening a new School in Ealing at the beginning of March, 1976. Applicants should possess either a degree or teaching certificates and have had experience in teaching English as a *foreign* language to Adults. Lively personality desirable. Specific qualifications in T.E.F.L. (Dip., R.S.A. Certificate) would be an added advantage. Salaries will be highly competitive and dependent on teaching experience and qualifications.

Please write for application form to: *John Curtin, A.C.E.G.*, 33 Wimborne Road, BH2 6NA.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
HILDERSTONE ENGLISH LANGUAGE CENTRE
Broadstairs
TEACHER of ENGLISH as a Foreign Language required for January to September, 1976, with possibility of subsequent contract renewal. 30 hours class contact plus assistance with social activities. £70 per week. Experience and qualifications essential.

TEACHERS also required for *short courses*: 1st *March to 20th* March: 30th March to 10 April: and during July to September. Similar terms.

TEACHER TRAINERS required for course in August.

Full details about these posts and application forms from: The Principal, Hilderstone English Language Centre, St. Peter's Road, Broadstairs, Kent. [illegible]

SUSSEX

(1) TEACHER of ENGLISH as a Foreign Language required from January 1976. Qualifications in Science or Social Sciences an advantage.

(2) Specialist EFL TEACHER required for January 1976, for Folk High School Department of Swedish Further Education Institute. To be responsible for literature and drama. Knowledge of Swedish not essential.

For further details and application forms please apply to The English Language Centre, 33 Palmeira Mansions, Hove, Sussex BN3 2GB.

F.I.S. has vacancies in good independent Schools.—For details send s.a.e. to Staff Department, 72b, Fellows Road, London, N.W.3.

Appointments Wanted

AVAILABLE for January, 1976, Teacher of Modern Languages, several degrees and considerable experience. Preferably overseas position, would be able to teach English as a Foreign Language.—Please write to: J. A. Baker, 2 Lime Grove, Hayes, Middlesex.

FEMALE Junior Teacher, 22, seeks post abroad for next August-*September*.—Write Box TES 1981, The Times, WC1X 8EZ.

HOUSEMASTER seeks resident post in independent school for January. Geography, Mathematics.—Write Box TES 1985, The Times, WC1X 8EZ.

MECH. Engr., Ph.D., industrial experience, part-time lecturer, seeks lecturing post U.K. or overseas.—Write Box TES 1983 The Times, WC1X 8EZ.

Ph.D. (Cambridge), New Zealand woman, 30s, trained secondary teacher, now English teacher girls' school N.Z., ex-lecturer Univ. Tech. Inst., W.E.A., tutor E.F.L., also Speech and Drama tutor examiner, seeks job, not necessarily teaching, preferably 50 miles Oxbridge, 1976-77 academic year during husband's sabbatical.—Write Box TES 1984, The Times, WC1X 8EZ.

TEACHER of Music, qualified and experienced, seeks school appointment. *Good references*. Available now.—Write Box TES 1974, The Times, WC1X 8EZ.

Educational Courses

DURHAM
NEVILLE'S CROSS COLLEGE OF EDUCATION
Principal: R. G. Emmett, B.Sc., M.A., Ph.D.

ONE TERM COURSE in ENVIRONMENTAL STUDIES *for the middle* years of schooling: Summer Term 1977

The course will be directly related to the organisation of the subject matter, requiring the integration of traditional disciplines, and will deal in a practical manner with the planning of classroom activities and fieldwork. Considerable use will be made of the varied environments within easy reach of the college, including the Pennine valleys of the rivers Tees and Wear, the north east coast and varied urban *areas*.

The course is recognised by the Department of Education and Science and those teachers accepted for the course may apply to their L.E.A. for secondment on full salary for the period of the course.

Application forms and further details of the course may be obtained from the In-Service Courses Co-ordinator, Neville's Cross College, Durham DH1 4SY.

KENT

THE UNIVERSITY AT CANTERBURY

THE LANGUAGE CENTRE

POSTGRADUATE COURSE IN VOCATIONAL TECHNIQUES FOR CAREER LINGUISTS

This one-year Diploma course in the Language Centre is designed for modern language graduates wishing to obtain professional training in specialist translation, translation techniques and other applications of foreign language skills.

Applicants should have or expect to receive before entry a combined or single honours degree in modern languages of which one must be French, German or Russian. Other languages available on the course are Dutch and Italian.

For further details, please write *(quoting* reference PG/75) to Miss J. W. Ferguson, Assistant Registrar, The Registry, University of Kent at Canterbury, Canterbury, Kent.

KENT

UNIVERSITY OF KENT AT CANTERBURY

THE LANGUAGE CENTRE

POSTGRADUATE COURSE IN APPLIED LINGUISTICS

This full-time one-year *course leading* to a Diploma/M.A. Degree is intended for in-service teachers with a particular interest in French, German or English as a foreign language. Applicants should be graduates with a good honours degree or equivalent.

Teachers employed by British *education authorities* may apply to their L.E.A. for secondment on full salary.

The course will examine the general principles of linguistic description and applications to particular languages. It will also deal with questions arising in the areas of language learning and teaching.

For further details please write (quoting reference PG/15/75) to Miss J. W. Ferguson, Assistant Registrar, The Registry, University of Kent at Canterbury, Canterbury, Kent.

LONDON

UNIVERSITY OF LONDON INSTITUTE OF EDUCATION

THE ROLE OF LANGUAGE IN EDUCATION

a one-year full-time course in the ENGLISH DEPARTMENT

The Department has for more than a decade been exploring the role of language in education. We invite interested teachers to participate in furthering this exploration. The course sets out with these aims in view:

To help them to acquaint themselves with recent developments in the study of language and of language in school and to give them direct contact with the researches and development work of the Department;

To help them through a generous *personal* tutorial time to identify, define and pursue special interests, with reference to school, and at the student's own level;

To make provision for relevant workshop activities and to set afoot small-scale individual or group investigations.

We welcome applications *from teachers* in all subjects working in any type of educational institution.

The course is recognised for secondment and leads to a Diploma of the University of London. The examination for this Diploma is by course work.

Further details may be obtained from the Registrar, University of London Institute of Education, Malet Street, London WC1E 7HS, and completed applications for the course commencing September, 1976 should be submitted as soon as possible and in any case not later than 31 January, 1976.

STRATHCLYDE
REGIONAL COUNCIL
Department of EDUCATION

Applications are invited for the following posts:—

GLASGOW Sub-Region

Post Ref. No. GW/EDU/97.

DEPUTE WARDEN

FASKALLY OUTDOOR CENTRE

Salary Scale: £3,957-4,395.
Grade: AP IV

The centre is situated overlooking Loch Faskally, near Pitlochry, and caters mainly for groups of 50 secondary school children from the Glasgow District of Strathclyde, providing courses in outdoor activities and field studies. It has a well equipped field study laboratory.

The centre commenced operating courses in Sep*tember 1973 and the depute* will be required to assist in the development and expansion of courses for both school pupils and adults.

The person appointed will be expected to be qualified in some of the branches of outdoor activities, e.g. mountaineering, expedition, canoeing, orienteering and have an interest in environmental education. A teaching qualification would be an asset.

The field for the above post is without restriction; however, all other things being equal, preference will be given to serving local government officers in Scotland.

The above position in this advertisement appears with the approval of the Scottish Local Government Staff Commission.

Application forms may be obtained from the Assistant Director of Manpower Services, 21 Gordon Street, Glasgow, G1 3PL, to whom completed forms should be returned by 17th November, 1975.

R. M. O. McCULLOCH
Director of Manpower Services.

EDUCATIONAL COURSES continued

MANCHESTER

THE UNIVERSITY

M.ED. COURSES IN PHYSICAL EDUCATION

The Department of Physical Education offers:

(a) An *Examined course* in aspects of physical education.

(b) a Research course in physical education.

Both courses are available Full-Time (one year) or Part-Time (three years) and lead to the award of the degree of Master in Education.

Applicants—graduates or suitably qualified non-graduates (e.g. possessing an Advanced diploma in education)—should write immediately for further information to:

The Director, The Department of Physical Education, The University, Manchester M13 9PL.

ROEHAMPTON

INSTITUTE OF HIGHER EDUCATION

FROEBEL INSTITUTE COLLEGE
DIPLOMA IN EDUCATION
DIPLOMA IN THE TEACHING OF MUSIC

Applications are invited from serving teachers for admission to these one-year full-time courses which have special reference to the education of children up to thirteen years of age, and leads to the award of the relevant diplomas by the London University Institute of Education.

The Diploma in Education is designed as preparation for posts of further responsibility. The course has previously emphasized the primary and middle school range but is now extended to meet the special needs of those considering advisory work in pre-school *education*.

The Diploma in the Teaching of Music is designed to enable teachers of first and middle school children to gain understanding of present-day aims and methods in music education, and to develop their own musical skills.

Teachers serving under a Local Education Authority and who have at least five years' experience are eligible to apply for secondment for the period of the course.

Full particulars and application forms may be obtained from: The Registrar, Froebel Institute College, Roehampton Lane, London SW15 5PJ.

SURREY

B.Ed. or TEACHERS CERTIFICATE COURSE (DANCE)

LABAN ART OF MOVEMENT CENTRE
(in association with University of London Goldsmiths' College)
and
GOLDSMITHS' COLLEGE OF EDUCATION

combine to offer a three or four-year course under the auspices of the University of London Institute of Education for men and women who wish to become Teachers in Movement and Dance in secondary or middle schools.

Applications are invited for the course beginning September, 1976. Candidates must have normal qualifications for admittance to Colleges of Education and have special interest and ability in movement, dance and dance-drama.

The curriculum includes courses in Music, *Art or Drama*, *English* and Educational Studies.

Full details and application forms (Course Code MDE/04) are available from the Secretary, Laban Art of Movement Centre, Woburn Hill, Addlestone, Surrey KT15 2QD.

ULSTER
THE NEW UNIVERSITY
DIPLOMA IN ADVANCED STUDIES IN EDUCATION
(a) GUIDANCE and COUNSELLING—full-time and part-time.
(b) EDUCATIONAL ADMINISTRATION—full-time.
(c) CHILDREN and LITERATURE—part-time.
(d) COMPREHENSIVE and COMMUNITY EDUCATION—full-time and part-time.
(e) SOCIOLOGY of EDUCATION—full-time and part-time.

Courses (a), (b) and (c) are offered at Coleraine and courses (d) and (e) at Londonderry. Part-time courses can include teaching in the afternoon or evening, or at weekends.

Applications are invited for admission to one-year full-time and two-year part-time courses leading to the Diploma in Advanced Studies in Education. Applicants normally should be qualified teachers with teaching experience.

Requests for application forms and further particulars should be sent without delay to the Registrar, The New University of Ulster, Coleraine, Co. Londonderry, Northern Ireland (quoting Ref. 75/101).

CHINA. Weekend Course by the Anglo-Chinese Educational Institute on "Teaching and learning about China" 23-25 January, 76. Burford, Warwick. Details from [illegible], 24 (Old) Russell Street, London, WC1B 3PL.

Awards and Scholarships

ABERDEEN

THE UNIVERSITY

DEPARTMENT OF MUSIC
The first entrance examination for the 1976-77 intake of the B.Mus. will take place in late January.

All applications should be made to the Secretary, Department of Music, Powis Gate, Old Aberdeen, AB9 2UG, by Friday, 5th December 1975.

As the intake is limited to 15, applicants at this stage can be vital. Further information can be had from the department.

AVON COUNTY

ST. BRANDON'S SCHOOL

Church of England Day and Boarding School for 400 girls Recognised as Efficient by the Department of Education and Science.

A limited number of DAY and BOARDING PLACES are available in September 1976 at the usual entry ages of 8+, 11+, 13+ and Sixth Form.

Entrance tests and Examinations, where relevant, will be held shortly. The Day Girl and Music Scholarships lists are now open.

Prospectus and full details from the Principal, St. Brandon's School, Clevedon, Avon [illegible]

DORSET

BRYANSTON SCHOOL
Blandford

ENTRY SCHOLARSHIPS
Up to FIFTEEN ACADEMIC SCHOLARSHIPS (11 Open, 4 restricted categories), ONE ART and FOUR MUSIC scholarships, ranging in value from one-third to two-thirds of current school fees, will be awarded to boys and girls under the age of 14 on June 1, 1976.

SIXTH FORM SCHOLARSHIPS
THREE ACADEMIC SCHOLARSHIPS available, value one-third to two-thirds of current fees, for boys and girls seeking admission to the *sixth form in September*, 1976. Examination will be in March. Two music scholarships available for boys and girls of exceptional merit entering the sixth form in September. Value one-third to two-thirds of fees. Examinations during February.

Further information may be obtained from the Headmaster's Secretary.

EDINBURGH

THE EDINBURGH ACADEMY
ENTRANCE SCHOLARSHIPS 1976

The following Scholarships, tenable from September, 1976, are offered for award to candidates of sufficient merit:—

(a) A.L.P. Smith Scholarships, of value not less than £300 per annum for a boarder *and £150 per annum for a day* boy. These amounts may be increased in cases of need. They are in two groups, (i) for candidates for entry to the Upper School who must be under 14, and should normally be over 12, at 1st March, 1976; (ii) for candidates for entry to the Preparatory School, who should normally be under 10 and over 8½ at 1st March, 1976. In both groups, allowance will be made for the age of the candidate and in group (i) allowance will also be made for the type of curriculum which the boy has been following.

(b) One or more Anlyeson Scholarships of up to £300.

(c) Academy War Memorial Scholarships of up to £100.

(d) One Robert Spence Robertson Scholarship of not less than £110.

All candidates for the *Anlyeson*, War Memorial, and Robertson Scholarships must be under 14, and should normally be over 13, at 1st March, 1976. Boys already at The Academy are not eligible to compete for the A.L.P. Smith Scholarships, but may compete for the others.

The Examination for these Scholarships will be held at The Academy on 24th, 25th and 26th February, 1976.

Details of the Scholarships and the Examination arrangements, together with Entry Forms, may be obtained from: *The Registrar, The* Edinburgh Academy, Edinburgh, EH3 5BL. Entry forms must be completed and returned by 4th February, 1976.

LONDON, S.E.21
The Governors of DULWICH COLLEGE announce that up to THIRTY ENTRANCE SCHOLARSHIPS will be awarded on the results of the examinations to be held in February, 1976. In addition two C.D. Broad Scholarships of £250 per annum can be awarded. Candidates should be between the ages of 9 and 14 on September 1st, 1976. The examination for candidates born between 1st September, 1962, and 31st August, 1963, will be held on 23rd and 24th February. For all other candidates the examination will be held on 18th February.

Some of these scholarships will be to the value of £500 per annum, and some to the value of £250 per annum. The full tuition fee at *present* is £750 per annum. At least one will be an instrumental music scholarship. In cases of special need the value of a scholarship can be increased. All scholarships are available to day boys, full boarders and weekly boarders.

Application to sit the examination should be made by the 31st December, 1975. Further particulars may be *obtained from* The Master, Dulwich College, London SE21 7LD.

MONMOUTH

MONMOUTH SCHOOL

GENERAL ENTRY EXAMINATION 1976

This examination, for boys over 10 and under 12 on 1st September 1976, will take place at Monmouth School on Saturday morning, 21st February, 1976. A number of scholarships, as well as fully fee-*paying places*, will be awarded on the result of the examination. Total boarding fees are £996 per annum; dayboys' fees £501 per annum.

Application forms and further particulars from: The Headmaster, Monmouth School, Monmouth NP5 3XP.

Closing date for applications: 14th February 1976.

SUSSEX
LANCING COLLEGE
Three or four Music Scholarships up to a £600 maximum (£200 minimum) and up to six special exhibitions of £100 will be *offered to boys* under 14 on 1st April, 1976.

Full details from Headmaster's Secretary. Robin Sheldon, Director of Music, will answer enquiries at any time.

Contracts and Tenders

NORFOLK

COUNTY COUNCIL
EDUCATION DEPARTMENT

Contract for the supply of School Text and Library Books

Tenders are invited for the supply of books to all Educational Establishments in the County of Norfolk, or to one or more of the five education areas within the County of Norfolk, for the period 1st April 1976 to 31st May, 1977. Further particulars and forms of Tender may be obtained from the Purchasing Section, County Education Department, County Hall, Martineau Lane, Norwich NR1 2DL.

Tenders must be submitted to the County Secretary, County Hall, Martineau Lane, Norwich NR1 2DH, not later than noon 28th November, 1975.

SANDWELL

(Metropolitan Borough of)

TENDERS FOR THE SUPPLY OF SCHOOL FURNITURE

Tenders are invited for the supply of furniture for schools for the period of one year from 1st January, 1976. Forms of tender and other particulars may be obtained from the Director of Education, P.O. Box 41, Highfields, High Street, West Bromwich, West Midlands, B70 8RU, and are returnable by 28th November, 1975.

O. A. Brinsdon, Director of Education.

Personal

Announcements

AGENCY REQUIRES TUTORS

IN ALL MAIN SCHOOL SUBJECTS

TUTORS required to give private tuition in all areas in, and within, 40 miles of London. Details and application form from:

PERSONAL TUTORS
01-359 8829
01-460 4983
01-505 0792

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HALF-LIGHTS OF TRUTH

Brian Alderson reviews a new play by William Mayne

For many people William Mayne is "the author of the Choir School books". True he may now have entered "haunted territory, where he grapples with deep themes of identity, of family relationships, and the flow of meaning between past and present", but it is still acknowledged that with *A Swarm in May* (1955) and its three successors he established his mark as a writer and "made a highly memorable contribution to the literature of schooling". (The quotations are from a statement in which the British Branch of the International Board on Books for Youth have commended their recent nomination of Mayne to be considered for the 1976 international Hans Christian Andersen Medal for the authors of children's books.)

Now, 20 years beyond *A Swarm in May*, William Mayne has returned to the life of a cathedral through the production of a new play composed for the people of Ripon. The play, *All Roads*, has been written to celebrate the life and works of St Wilfrid, the seventh century priest, who shares with St Peter the dedication of the cathedral church of that city.

As a subject for modern church drama St Wilfrid hardly has the same potential as a murdered archbishop or a bevy of dreaming prisoners-of-war. The events of his life, actual and spiritual, take on a dramatic significance chiefly through his individual confrontation of the misty political and theological arguments of his time: the dating of Easter, the power of local bishops and local kings, the authority of Rome (to which "all roads", of course, lead). There is no single moment upon which the play naturally pivots, nor even a clearly defined grouping of opposing causes that might generate a continuous dramatic tension.

In many ways, though, the intractability of Wilfrid as a subject is a stimulus to William Mayne, who tends to prefer the half-lights and qualifications of truth to the large generalities of myth. By allowing the 14 scenes of the play to follow the biography of St Wilfrid, and by creating strong supporting characters, Mayne contrives a representation closer to medieval morality than to modern theatre, gaining his effects through a variety of devices: straight battle in the confrontation of "old magic" with "new abstraction", narrative illustration in the plotting of Northumbrian monarchs, close-textured argument in the set-piece "trial" of the saint by a papal examiner. By such an accumulation of incident the play is built up, and from even so brief a description it should be clear that *All Roads* is not specifically "for children". Its recent staging in Ripon cathedral (above the crypt of Wilfrid's own church) has, however, shown it to be a play capable of catching the imagination of children and adults alike in its own place.

The production brought together over a hundred people from the city—an enterprise which shows that "working with the community" need not be confined to monasteries and educational priority areas—and, taking into account the heightened sense of history and local identity which this has given to players and audience, it stands as a valuable counterweight to barbaric centrist notions of "the global village".

The play's director, Derek Stevens, is head of cultural studies at Ripon County Secondary School, and he demonstrated how well he is fitted for such a post not merely by acting in the play and designing (and to some extent making) the costumes, but also by getting some extraordinarily telling performances from his amateur cast. In his programme note on the play, however, he was absolutely right to imply that the crucial character is the cathedral itself. "I had to regard the place as 'holy theatre'", he says, "where the set was already built"—a concept fully justified by costume, lighting and by the assured use of the inner architecture—especially Ripon's beautiful choir-screen. Indeed, while it is likely that William Mayne's play, if published, will read extremely well "on the page" it is difficult to imagine any possibility of a more satisfying production. As his Wilfrid says: "Ripon is my home. Here I shall live and die and be laid to rest".

The team (Norman Rosenthal and Christos Joachimides) who brought us the German month a year ago now adroitly turn their hands to a Greek one, similarly liberally distributed throughout London. The Institute of Contemporary Arts are once again host to the major part of the proposition, a display of eight Greek-born artists. The avowedly arbitrary selection of these eight, all expatriates, caused a furore back in Greece, where a minister of the government gave a four-hour diatribe against the choices. Nevertheless, with a computerized musical environment by Takis filling the whole of the ICA theatre, and neon works by Antonakos and Chryssa the show should be amusing. Also at the ICA from November 10 to 16 there will be a run of new Greek films, this time by resident Greeks. (The above is a scene from Tassos Psaras's "For Trivial Reasons" 1974). Surprisingly, Greek filmmakers had a relatively easy time under the Colonels, and their new wave is of several years standing. The Wildenstein Gallery are showing Greek figurative painters of the twenties and thirties.. Music (including a concert of works by Xenakis and Christou at the Royal Festival Hall), literature (including evenings of Cavafy and Seferis) and lectures (including one by four Greek MPs) round out a programme in which not everyone will want to wallow. Whether it's all a pretentious serving of a few people's prejudices or a genuine attempt to bring one culture to another is open to debate, but there is probably one event of interest for everyone. Full details and programme brochure from the ICA, and information on the literary elements in the programme from the National Book League.

TONAL GRADATIONS

Michael Clarke on screen printing

Screen-printing, though fundamentally an ancient process, has only been used by Fine Artists since the 1930s, during which time it has not only superseded other printmaking processes but has challenged painting itself. Rauschenberg screenprinted on to canvas and Warhol, while rejecting all other marks, exploited to full the accidental effects that hand-printing produced.

Gerd Winner (Gallery 21) is exclusively concerned with screen-printing but has no desire to hand-print his images. The technique he employs, developed with Chris Prater at Kelpra Studio, is one which demands expert technical assistance. The tonal gradations of the photographic image are transferred to the screen image not by the now familiar half-tone dot technique but by a process which progressively extracts information from the original image by varying the exposure time and involves several different printings to render the tonal gradations adequately.

Winner takes his own photographs and the stages involved in translating one of these into the different, multicoloured prints are all on show in his current exhibition, along with a selection of the prints on canvas and paper which have created for him a high international reputation. No serious student of printmaking will want to miss this opportunity, for very few will be able to acquire or see the sequence in the limited edition folio which Kelpra have published.

THEATRE

RENEGADE FROM UNBELIEF

John Peter

To me, Clifford Williams's excellent production of *Too True To Be Good* by Bernard Shaw (Aldwych) is a revelation. I have a faint memory of another production, some 10 years ago, which I thought fitted the popular image of Shaw's late plays as ramshackle charades of endless verbosity. To be sure, the play could do with some energetic trimming: at 75 Shaw had a perfect grasp of his subject but he did not bother much about dramatic rhythm. (Compare the arch, dromedary trot of his first act here with the taut economy of *Mrs Warren's Profession*.) But then, in his old age, Shaw was writing a different kind of play. His mind was not on matters of dramatic rhythm and the like because he was looking beyond them.

Perhaps his meaning is best understood through Ralph Koltai's excellent sets, changing from the accuracy of upper middle-class interior through the half-real, half-toyland beach to the hauntingly abstract ravine of the third act. Shaw, we realise, is moving from realistic observation to metaphysical insight: from a picture of a pampered, sickly civilization to a poetic image of what he saw as the human condition.

Is he out of date? Critics have pointed out, and rightly, the grisly accuracy of little details about the make-believe kidnapping; and his political jokes have an uncanny topicality. But he touches us most nearly with the long closing speech in which Aubrey Bagot, thief, [illegible]rist and renegade from the cent[illegible]ing irresponsibility of unbelief, talks of "the horror of the [illegible] mind". For Aubrey has even lost his faith in atheism; his mind [illegible] nowhere to cast an anchor; and as he talks doggedly on, his [illegible] drowned by rising, howling wind, he presents us with a dramatic image not unlike those of Beckett.

For *Too True To Be Good* is a statement of impassioned pessimism. In it we meet Shaw the visionary melodramatist; one of "the last Romantics" like his contemporary Yeats; the passionate, disillusioned Superman who, just as one suspected, had always lurked behind the thrusting, sardonic, reasoning Fabian. We respond to his [illegible] because, like us, he had intimations of an apocalypse which was to beggar reason entirely.

Dramatically, Shaw is skating on thin ice and the actor playing Aubrey skates with him. How do you pass from sleek burglar-amorist, nicknamed Popsy, to a prophet of cosmic doom? Ian McKellen takes Aubrey by the hand and leads him through the play in a series of elegant stances, like someone dancing the tango on the Titanic. He speaks his lines with great intelligence and clarity and his final speech has a gripping, lyrical conviction about it which sets a splendid seal on a splendid evening. I only wish he would show more solid muscle and less languorous style. There are excellent performances, especially by Judi Dench, Dorothy Reynolds and Joe Melia. It is appalling to think that this remarkable production will disappear for ever by the end of this month.

DICKENS, DOCUMENTARY STYLE

Graham Jones

Mr Bounderby: "A big, loud man with a stare and a metallic laugh. . . . A man who was the Bully of humility." Mrs Gradgrind: "weakly smiling, and giving no other sign of vitality (she) looked like an indifferently executed transparency of a small female figure, without enough light behind it."

What I miss most of all in adaptations of Dickens's novels are his splendid descriptions of people and places: while the characters themselves are often well done, the author's displays of his genius in narrative writing and character description are usually lacking. But here in Stephen Oliver's adaptation of *Hard Times* the narrative passages are not eliminated altogether.

This is achieved by employing a style of presentation that is "theatrically modern". That is to say, it is in no way "realistic". The seven actors of the Welsh Drama Community and Schools Company (CASCO) take the parts of a multitude of characters with hardly a change of expression, dress, voice or manner; announcements, like subtitles, precede the scenes; and, most importantly, narrative passages from the novel are used to link the scenes. In short, it is a loose, [illegible] unrealistic style derived originally from Brecht and using many of the devices of drama documentary.

But the adoption of this style has disadvantages, the greatest of these being that the characters tend to be, even more than usually, caricatures of those in the novel. Mr Bounderby, for example, is a grotesque in this production, and he lacks, for me, those distinctive Dickensian touches which keep his feet planted firmly on the ground—though, it must be admitted, not too firmly.

There is, however, a commendable consistency of style maintained throughout this production, directed by Julian Hope, and on the whole it works well, being both entertaining and intellectually stimulating.

CASCO, under Julian Hope and with a script of passages well chosen from Dickens's superb, moving, intensely bitter, socially critical novel, were better than ever before. They seemed to have matured; there was no silliness, but an evident deep conviction of the value of what they were doing. Hard work and "togetherness" have, it seems, paid off at last.

LIVERPUDLIAN LOONY

At the Young Vic, Denise Coffey has attempted to make a play out of the writings of John Lennon. *All Walks of Leg, An Outburp of Hysteriffs*, depends for its humour, as you might imagine, on word play. More closely related to Professor Stanley Unwin than James Joyce—most of the jokes are merely accidents of sound—it relies for coherence on the hysterical Araminta Ditch to link sketches, songs, poems and dances. The character is played in lumpy, skipping drag by Hugh Hastings as a piano-playing, gibberish-spouting and, of course, giggling schoolmarm and the whole is directed by Jeremy James Taylor against a schoolroom background, in slick revue style.

The actors clearly enjoy every moment of the proceedings — [illegible] the audience quite a few, too — especially the saga of the terrible Jack the Nipple, "a sex maniac". But there is [illegible] of the lowest orgy, even horror: [illegible] streak of cruelty, even her [illegible] opera singer has all her [illegible] knocked out and [illegible] bleeding gummy and [illegible] into a Christmas spoof turns into vicious murder. But then, if we no longer have to endure [illegible] booming us, there are [illegible] reminders that, as Mr Lennon [illegible] not quite put it, life is not just a ball of cheeries.

Heather [illegible]

BROADCASTING

NEWS VIEWS

Stephen Thomas on books and materials on the production and effects of news programmes

Since the development of full news coverage in the early 1950s television has rapidly overtaken radio and the press as the major source of information about news and current affairs. The half-hour news bulletin is now an accepted part of British television and draws large audiences with *News at Ten* frequently in the top 10 of the JICTAR ratings.

Despite the increasing space and attention given to television news and the central role it plays in defining issues for public debate, frequent charges are made about the inadequacies of the coverage: that it is superficial, sensational; that it trivializes and personalizes politics and favours clear-cut issues and events which lend themselves to visual treatment rather than background and explanation.

It is these and other inherent weaknesses that make it important to encourage a greater awareness of the forms and functions of television news and current affairs programming. It should be a major topic for discussion in mass media and general studies courses with both young and old learners. While few ready made resources and materials are available for such teaching there are numerous ways in which information can be gathered.

As far as the mechanics of news production are concerned, the process of getting a story on to the screen. Anthony Smith's book *The Shadow in the Cave* gives the best historical account and shows how changing technology, the development of rapid processing and portable cameras, has increased the flexibility of the newsman and the immediacy of his coverage. Independent Television News (ITN House, 48 Wells Street, London, will produce a detailed pamphlet by Frank Duesbury describing the production of *News at Ten*.

The most detailed source of views, opinions and statements from practising broadcasters is *The New Priesthood*, a series of interviews by Joan Bakewell and Nicholas Garnham. The book devotes over 30 pages to news, current affairs and documentary and contains transcripts of discussions with Sir Geoffrey Cox, who set up ITN, Nigel Ryan, its present editor, Desmond Wilcox, Brian Connell and many others. A useful complement to this book is Norman Swallow's *Factual Television*, which examines the salient technical and production features of the different genres of news and information programmes. More informal, but no less useful, is Robert Dougall's autobiography *In and Out of the Box* in which he describes his experiences in television news. He is especially informative about the BBC's revamping of the main news in 1970 to compete with the extended bulletins of ITN. Dougall's account of his career as a newsreader is a valuable and often humorous source of information. In addition there is, of course, Robin Day's recently published *Day by Day* which looks at the whole question of current events coverage and the role of the interviewer.

[illegible] of the dangers of concentrating on the details of news production—a "behind the scenes" look at what goes on in television news—is that the wider pressures and influences shaping what gets into a bulletin can get obscured. The BBC broadcast acts in accordance with a Royal charter. Commercial television works within the framework of an Act of Parliament. These ensure that balance and impartiality between the political parties are maintained and require that, unlike newspaper journalism there shall be no editorializing or expression of personal opinion by reporters. The BBC and ITV handbooks set out these checks and balances clearly and Anthony Smith shows how they hamper the work of the television journalist.

The need to see news in its political context is particularly important and a recurrent theme in much of the sociological research into mass communications. A radical approach to this question is provided by *The Manufacture of News* edited by Stanley Cohen and Jock Young. Apart from articles which examine the tendency to treat news in terms of the political consensus, consideration is also given to coverage of specific issues by the media, such as Northern Ireland, race and the drug scene.

Because television stands between Parliament and the electorate, relations between politicians and broadcasters tend to be sensitive. *Behind the Screen*, the astonishingly frank broadcasting memoirs of Lord Hill, formerly chairman of both the IBA and the BBC shows that where conflict and controversy arise, it is far more likely to be over news and current programmes than the general output of television.

Familiarity with the literature discussed will provide guidelines, but unfortunately there is little ready-made teaching material on news programmes available and virtually nothing suitable for use with schoolchildren. Two simulation games published by the Media Resources Centre of the ILEA, *Front Page* on newspaper production and *Radio Covingham* on the making of a radio programme, could stimulate ideas for producing a simulation on news selection in television.

Visits to studios to see news production are difficult to arrange. At the local level the picture might well be different. The commercial companies and the IBA (70 Brompton Road, London SW3) in particular, tend to be more helpful than the BBC in supplying information and answering queries. The IBA produce some informative, free pamphlets. The broadcasting gallery at their headquarters has a section devoted to a 12-screen sound-slide sequence depicting a typical day in the production of *News at Ten*. This is aimed at schoolchildren and is being up-dated at the moment.

This month Granada will broadcast a schools programme which also looks at the progress of an ITN news story and Thames Television are running a 10-programme series called *Viewpoint* on mass communications and society which includes a number of programmes relevant to the study of television news and current affairs.

CONTEMPORARY THEMES

Carolyn O'Grady on some new children's television programmes

Tonight BBC children's television will show a new documentary about life in Belfast. Called *It's Not All Bombs*, this is the first of many new serials, plays and documentaries announced last week by Monica Sims, head of children's programmes. They include an international drama series and a new documentary series about legendary animals with David Attenborough. Many have contemporary themes.

It's Not All Bombs attempts to show how children in Northern Ireland cope with the horrifying constraints on their lives, with the emphasis on coping. The film, says producer Molly Cox, does not dodge the violence and killing, but aims to show that there is another side to life in Belfast. "Kids go to clubs, worry about their parents and talk about their careers." As in London during the war life goes on. And Ms Cox feels that children elsewhere in the United Kingdom need to be shown that it does.

A more ambitious project, financially and geographically if not in terms of controversy, is *Stories Around the World*, which begins early next year. This series is so far made up of five plays (more are in preparation), each set in a different country. The series is a coproduction between the BBC and American and Canadian television companies.

Each story looks at a modern issue: the British story, for example, will examine loneliness and in particular a teenager's choice between loneliness and the wrong sort of friend. The Jamaican story is about a boy torn between two parents and the Australian one centres round a mentally retarded boy, whose harmless illusions are protected by his friends even against adult pressure.

In *Fabulous Animals*, a six-part series beginning on November 14, David Attenborough looks at legendary animals, both real and mythical. The series uses animal films, pictures and book illustrations and quotes to illustrate its theme.

Kizzy, a serial beginning in the New Year, is Dorothea Brooking's first production since her version of *The Secret Garden*. It is the story of a gypsy girl: her difficulties at school where she is patronized and teased by the other children and her "revenge" when she sets a house on fire. The ending—the girl and her tormentors learning to accept each other—the producer admits is probably too happy, but otherwise, she says, the tensions and issues are real and of the sort met by many children in schools today.

Another serial with a contemporary theme which begins after Christmas is *Striker*, about a struggling village football club and the effect on its members of the arrival of a talented player.

Monica Sims says that some of the best-known children's television series are watched by 80 per cent of children in this country. Many of the planned additions appear adventurous in their approach to contemporary issues and imaginative. They should provide a wealth of material for classroom discussion.

Kizzy (Vanessa Furst) with her wagon and Joey her pony.

BRIDGING THE GAP

Brian Hill

Recently the BBC have strengthened their links with the world of evening institutes and the adult learners, who set out to learn languages after work. Teaching kits and teachers' notes frequently accompany radio and television courses and the presentation of programmes, though still technically geared to the home learner, increasingly reflects the possibility of use in the classroom.

With the teacher of adults in mind, FE radio are producing a series on *Teaching Languages* (Radio 3). The programmes are turning out to be a forum for the exchange of ideas of interest to language teachers at whatever level and with whatever experience.

The first programme got together a group of evening institute learners and some successful teachers to exchange views and to discuss their difficulties. Students explained why they wanted to learn, why they found languages difficult, how they were unable to organize their learning and where they needed more support.

The teachers emphasized that students often say they want to learn to speak, when really they want to understand. That time spent learning a language is a much more important factor than age and that the atmosphere created in a class between teacher and pupils is crucial to success.

After this airing of views, the next three programmes got down to some pedagogic brass tacks. How to plan courses and what aspects of the language learning process needed emphasis at different stages. How to define a good lesson and which classroom activities are the most productive.

Unit two of *Teaching Languages* begins in December with three more programmes. The first will look at suggestions for successful classroom activities which have been sent in by teachers following the series. The second will deal specifically with the topic of how to exploit broadcast courses in the classroom and the third, *Help Yourself*, will give all sorts of useful hints on obtaining information, organizing trips abroad and on overcoming institutional blockages.

This is an excellent series, if long overdue, which makes a considerable contribution to bridging the gap between teachers and taught and providing a forum for in-service training. For those who missed the programmes first time round, a book is being published to accompany the course. On a quick check round some local teachers I have yet to find any teacher following the series. Perhaps next time it will get more prominence.

SIGHT AND SOUND

On several occasions I have bemoaned the lack of musical material available on 16mm film. There is not only a dearth of pure educational material, for instance helping children to learn about musical notation and instruments, but also of straight-forward film records of classic performances. A wide selection of jazz, blues and folk films has for some time now been available for hire from TCB Releasing Ltd. Now, while expanding its list of films in this "illegitimate" area, TCB is moving into the entirely new area of films on classical and ethnic music. The most recent library list includes the following films for hire: Music of India (50 mins, colour); Music of Ghana (15 mins, b-&-w); John Williams at Ronnie Scott's (50 mins, colour); Segovia at Los Olivos (60 mins, colour); Vladimir Ashkenazy; the vital juices are Russian (50 mins, colour); Carmen: the dream and the destiny (90 mins, colour).

These titles could well prove of interest to musical appreciation teachers, frustrated at the virtual absence to date of any film material useful for their classes.

TCB Releasing Ltd, 144a Brompton Road, London SW3 1HY.

Adrian Hope

BRIEFINGS

RADIO AND TV

[illegible] and general interest

Trade Union Studies (Sunday 9.45, BBC 1, Wednesday, 19.05, BBC 2)

A new series to help trade unionists understand policy issues arising from trade union bargaining and representation at work.

Looking at Documentary (Sunday, 11.05, BBC 1)

Five programmes responding to viewers' and critics' queries about television documentaries. Examines the techniques and intentions of the filmmakers.

Teaching Adults to Read (Tuesday, 12.00, Radio 3)

"Language and Experience" takes a detailed look at the language/experience approach in action. Advises the tutor to take as a starting point the pupil's spoken language, to help him to make a positive contribution to the lessons and gain greater confidence.

For schools

Finding Out (Monday 9.30, Wednesday 11.00 ITV)

A unit on "Danger" for seven to eight-year-olds this week features the hazards of mountain climbing, and shows the work of a mountain rescue team.

The Messengers (Monday 11.15, Thursday 9.42. ITV)

In a programme on the press, "The Fourth Estate", 14 to 18-year-olds view excerpts from *The Day the Earth Caught Fire*, *Park Row* and *The Front Page*. There are comments by Brian Redhead and the basic honesty of newspaper reporting is questioned.

Exploration Earth (Monday 14.00 VHF4)

The first of a unit on *Man on the Lowlands*, "Smallholder" deals with life on a small farm in Pembrokeshire.

British Social History (Monday 14.18, BBC1)

Fourteen to 16-year-olds examine the reasons for the 1926 General Strike and its failure.

Seeing and Doing (Tuesday 9.30, Thursday 11.20. ITV)

A programme for six-year-olds on the zoo; shows life behind the scenes at London Zoo and looks at the work of the keepers.

Deutsch für die Oberstufe (Wednesday 9.05, VHF4)

Of particular use to those studying modern German literature, a programme by Martin Esslin on Bertolt Brecht.

Scan (Wednesday, 14.18, BBC1)

This inter-disciplinary series turns to a history-based unit—"Richard III—man or monster?" Eleven to 13-year-olds are asked to study the evidence on which Richard's reputations rest.

Near and Far (Thursday, 10.25, BBC1)

In "When the wind blows" nine to 11-year-olds look at the effect of wind on man and landscape.

Listening and Writing (Friday, 11.20, VHF4)

The start of a science-fiction serial for 11 to 14-year-olds, *The Overman Culture* by Edmund Cooper. Well-known Victorian children have been transported into modern times and try to find out if they themselves and their city—London—are real.